



**CENTER FOR MONITORING**

**THE IMPACT OF PEACE (R.A.)**

<http://www.edume.org>

**DETAILED COMPARISON OF THE REPORTS ON  
PALESTINIAN TEXTBOOKS BY THE CENTER FOR  
MONITORING THE IMPACT OF PEACE AND  
REPORT 1 OF THE ISRAEL PALESTINE CENTER  
FOR RESEARCH AND INFORMATION AND  
OBSERVATIONS**

**360 Madison Avenue, 6<sup>th</sup> Floor, New York, N.Y. 10017 U.S.A. (212) 699-8823**  
**4 Rav Ashe Street, Jerusalem 93309, Israel Tel: 972-2-6481660 Fax: 972-2-6482823**  
e-mail: [info@edume.org](mailto:info@edume.org) <http://www.edume.org>

## TABLE OF CONTENTS

|                                                                   |     |
|-------------------------------------------------------------------|-----|
| INTRODUCTION.....                                                 | 3   |
| COVERAGE AND TREATMENT OF HISTORY AND GEOGRAPHY OF THE REGION     | 5   |
| THE CONCEPTS OF “PALESTINE”, “THE HOMELAND” AND “JERUSALEM” ..... | 12  |
| <i>PALESTINE, THE HOMELAND</i> .....                              | 12  |
| <i>JERUSALEM</i> .....                                            | 23  |
| PEACE, TOLERANCE AND PLURALISM .....                              | 29  |
| CIVIL SOCIETY .....                                               | 38  |
| THE OTHER (ISRAEL, ISRAELIS, JEWS, JUDAISM, ZIONISM).....         | 41  |
| <i>ISRAEL</i> .....                                               | 41  |
| <i>JEWS AND JUDAISM IN HISTORICAL LIGHT</i> .....                 | 76  |
| <i>JEWS IN MODERN HISTORY</i> .....                               | 82  |
| <i>JEWISH HOLY SITES</i> .....                                    | 89  |
| JIHAD, FREEDOM AND MARTYRDOM .....                                | 96  |
| REFUGEES AND THE RIGHT OF RETURN.....                             | 106 |
| THE LIBERATION OF PALESTINE AND RESISTING OCCUPATION.....         | 111 |
| OSLO ACCORDS, OTHER AGREEMENTS AND DECLARATION OF PRINCIPLES..    | 122 |
| MAPS.....                                                         | 124 |
| CONCLUSION .....                                                  | 132 |
| BIBLIOGRAPHY .....                                                | 134 |
| PA 1.....                                                         | 134 |
| PA 2.....                                                         | 137 |
| PA 3.....                                                         | 137 |
| APPENDIX OF SAMPLE MAPS .....                                     | 140 |

## INTRODUCTION

This is a detailed comparison of the surveys of Palestinian textbooks by the Center for Monitoring the Impact of Peace (CMIP), on the one hand, and that contained in Report I of the Israel/Palestine Center for Research and Information (IPCRI), on the other.

CMIP has since 2001 published three surveys of Palestinian textbooks as follows:

1. Jews, Israel and Peace in Palestinian School Textbooks 2000-2001 and 2001-2002 (hereinafter referred to as PA 1) covering 56 textbooks for Grades 1, 2, 6 and 7 and one textbook for Grade 11, published in November 2001.
2. Jews, Israel and Peace in the Palestinian Authority Textbooks and High School Final Examinations – A Complementary Report (hereinafter referred to as PA 2) covering 14 additional textbooks for Grades 1, 2 and 7, published in October 2002. (The finding of this report relating to the High School Final Examinations will be ignored for the purpose of this comparison).
3. Jews, Israel and Peace in Palestinian Textbooks – The New Textbooks for Grades 3 and 8 and one for Grade 5 (hereinafter referred to as PA 3) covering some 35 textbooks, as well as one Atlas authorized for use in Palestinian schools, published in May 2003.

In March 2003 IPCRI published “Report 1: Analysis and Evaluation of the New Palestinian Curriculum – Reviewing Palestinian Textbooks and Tolerance Education Program.” In this report it is stated: “The present investigation is an earnest attempt to present a professional analysis/evaluation of the new Palestinian curriculum as it relates to the principles of civil society, peace, tolerance and diversity. It covers all textbooks that relate to the objectives and tasks of the investigation” (page 4), but, for reasons mentioned below, it is not clear from the body of the report, or the partial bibliography attached, how many books were actually reviewed.

**Bibliography:** The final section of this comparison contains a comparative bibliography containing in the left hand column all the books reviewed by CMIP for its reports. Those books identified by IPCRI in the bibliography to its report as having been reviewed by it are indicated in the right hand column by an asterisk. Books stated to have been reviewed by IPCRI, but not to be found in the CMIP reports, are indicated in the right hand column by their names. In the bibliographies to its reports CMIP sets out all the 107 textbooks scrutinized whereas in the bibliography to its report IPCRI states that “all the PA-produced textbooks were reviewed” (page 55) and then gives a list of some 50 books where specific issues cited in its report were found. In the body of its report, however, it refers generally to the new textbooks for Grades 1, 2, 3, 6, 7 and 8 (omitting the one new textbook produced for Grade 11<sup>1</sup>) and then goes on to state: “The production of more than forty textbooks involved hundreds of authors, reviewers, teachers, trainers illustrators and technical support personnel. This review covers all textbooks that relate to the objectives and tasks of the investigation” (page 24). It is thus not clear from its report if IPCRI surveyed all the books included in the CMIP bibliographies. If it did not, it is even less clear which of those books it did survey. It should be noted that in a letter dated 8 June 2003 to President Bush, published on its website, IPCRI states that it reviewed 80 textbooks, without specifying which.

**Methodology:** There are differences in the methods adopted by CMIP and IPCRI. In the CMIP reports there is a maximum of quotations from the textbooks and a minimum of commentary, the quoted texts being allowed for the most part to speak for themselves. The

---

<sup>1</sup> If this book was not reviewed by IPCRI, the omission is singularly unfortunate in the light of the considerable number of “problematic” quotations from it included in the CMIP reports.

method adopted by IPCRI is that of paraphrases and descriptive commentary accompanied by references to textbook pages without verbatim quotations that would directly illustrate and support its findings. The CMIP reports contain approximately some 450 quotations whereas the IPCRI report has references to approximately 100 places in the textbooks.

**Structure of Comparison:** It will follow the names and order of the relevant Chapter and Section Headings to be found in the IPCRI report. Each chapter or section will comprise some or all of:

- A. A comparison of the findings by juxtaposition.
- B. The common quotations or references respectively supporting the findings. The quotations are taken from the CMIP reports<sup>2</sup>.
- C. The references to be found in the IPCRI report, but not in the CMIP reports, either at all or not in that context.
- D. The quotations found in the CMIP reports, but not referred to in the IPCRI report, either at all or in the particular chapter or section.
- E. Such observations that CMIP has to make on the IPCRI report regarding that chapter or section.

**Pagination:** The page numbers of the quotations from the various reports is as follows:

CMIP Reports: According to the published versions and preceded by PA 1, PA 2 or PA 3 as the case may be.

IPCRI Report I: According to the page numbering of the report appearing on the IPCRI website. Reference to pages in the IPCRI report are without prefixes of any kind.

---

<sup>2</sup> Because IPCRI merely refers to textbook pages it is difficult to know it is referring to the same passage quoted by CMIP. There are cases where this is clearly not so.

## COVERAGE AND TREATMENT OF HISTORY AND GEOGRAPHY OF THE REGION

A

| CMIP                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | IPCRI                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Finding</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <p><b>“The Jews and Palestine</b><br/>Although they acknowledge Jewish ancient history in the land, the Palestinian textbooks ignore the historical links of the Jews to Palestine from the Roman period onwards. The return of the Jews to Palestine since the 16<sup>th</sup> century is described as infiltration. The Jews do not “deserve” Palestine. Jews are not counted among its inhabitants. Jewish holy places in Palestine are ignored or presented as Muslim holy places usurped by the Jews. The Jews’ language - Hebrew - is not considered one of the languages of the land and is portrayed as a dialect.</p> <p><b>The Jews in Ancient Palestine</b><br/>The Jews, and their ancient kingdoms and dynasties, are referred to several times in the Palestinian textbooks as part of Palestine’s ancient history.”<br/>PA 1 Page 13</p> <p>“The present textbooks, like the ones already studied in the former report, do not provide the student with scholarly information about the Jews, their history or their religion... In the newly received textbooks, there are only two references to the Jews both appearing in one book and both negative. They focus on the relations of the Jews with Jesus but avoid any presentation of the Jews, even in this context, as having a legitimate part in Jerusalem’s history. One of the passages contains an explanation of the terms “Jerusalem” and the “Temple” and the Jews are not mentioned in that context.”<br/>PA 2 Page 3</p> <p>“The historical, national and religious connection of the Jewish people with Palestine is never mentioned.”<br/>PA 3 Page 4</p> | <p>“Generally speaking, coverage and presentation of history and historical facts can be characterized as being selective. History textbooks, one cannot fail to notice, treat the ancient and modern history of the region and that of Palestine in a selective way, ignoring some historical events while depicting others from one perspective. In particular, one notices a number of cases in which Judaism and the Jews are inadequately and inappropriately represented in relation to their presence in the region. Different dimensions of region’s positive and intercultural history are sometimes missing, thus giving the impression of insignificance of other cultures, religions and political institutions in the development of the region’s present-day profile.</p> <p>One also notices the lack of a sustained account of the recent history of Palestine and the absence or the peripheral treatment of some of the formative events in the region’s history. The focus, moreover, is on the national Palestinian narrative. The materials do not openly reflect readiness to consider the Jewish and Israeli narratives.</p> <p>The history curriculum, however, does not show signs of “misuse of history.” Although some may feel that history is being used as an instrument of ideological manipulation, there are very few instances in which texts are implicitly exploited to promote intolerance and ultra-nationalistic or racist issues.”<br/>Pages 6-7</p> <p>“The second generation of textbooks produced since 2000 attempts, among other things, to promote national aspirations and condemn occupation practices. In doing so, it addresses some of the conflictive and sensitive issues. A logical explanation for this shift, if one can call it so, is the fact that a good number of the new textbooks is geared</p> |

|  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|--|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | <p>towards older (7<sup>th</sup> and 8<sup>th</sup> graders) and more cognitively mature students. In addition, after several years of political diplomacy (within the framework of the Oslo Accords, the Declaration of Principles, the Taba and Hebron agreements, etc.) most students have become more aware of the controversial issues and more knowledgeable of the formative events and unresolved final-status issues in the Arab-Israeli conflict.</p> <p>Generally speaking, coverage and presentation of history and historical facts is characterized as being selective. In addition one notices some elements and dimensions of imbalance and bias in the presentation of some ancient, recent and modern historical events that transpired in the region. Jewish presence in historical terms is not addressed, although the Kingdom of David, the Kingdom of Judea and the Northern Kingdom of Israel are listed in the historical timeline of “Palestine across the Ages” (National Education, Grade 7, p. 3). The text, however, makes no mention of the Jewish civilization in ancient Palestine. Some recent formative events (e.g., the end of the British Mandate, the United Nations’ Partition Plan and establishment of the Jewish state of Israel, the 1967 War, the 1973 War, the first Intifada and the establishment of Hamas, the Oslo Accords, the establishment of the Palestinian Authority, etc.) are presented briefly, if at all. In addition, some unpleasant events are not presented in full historical context, giving the impression that they are insignificant.”</p> <p>Pages 24-25</p> <p>“In the context of the modern history of Palestine and the region, the textbooks do not adequately represent the other side’s point of view on several unresolved or final-status issues (Jerusalem, water, borders, refugees, settlements).”</p> <p>Page 49</p> |
|--|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

## **B**

### **Common Sources Quoted or Referred to**

“Palestine throughout the Ages  
 ...The Jews – the Kingdom of David 1000-923 BC

The Northern Kingdom of Israel 923-722 BC

The Kingdom of Judea 923-586 BC”

**History of the Middle Ages, Grade 7, p. 105**

**National Education, Grade 7, p. 3)**

Page 13

“The Establishment of the State of Israel on a Palestinian land [1948].”

**National Education, Grade 7, p. 3**

PA 1 Page 46

## **D**

### **Relevant Sources quoted by CMIP, but not referred to by IPCRI**

“Jaffa is a harbor and a city in Palestine... The Maccabeans and the Seleucids exchanged [authority over] it.”

**Our Beautiful Language, Grade 6, Pt. 1, p. 120**

PA 1 Page 13

“There was between them [the Samaritans] and the Jews a strong enmity.”

**Christian Education, Grade 7, p. 58**

PA 1 Page 13

“The priests of the Jews accused Jesus of blasphemy.”

**Christian Education, Grade 7, p. 71**

PA 1 Page 13

“After King Solomon the kingdom was split into two parts. Then came the king of Babylon, took over Jerusalem, destroyed the temple and the inhabitants were exiled to Babylon. The people lived a long [time] in exile. When they returned, they lived under the authority of a foreign rule (Persian, Greek, Roman) until the coming of Lord Christ. “

**Christian Education, Grade 7, p. 19**

PA 1 Page 13

### **The Jewish infiltration into Palestine in Modern Times**

“The Jewish infiltration into Palestine began [long] before the emergence of the Zionist political movement following the first Zionist Congress that was convened in the city of Basel in Switzerland in 1897. The first of these infiltrations took place at the beginning of the Ottoman rule in Palestine [in the 16<sup>th</sup> century] and brought about the formation of a Jewish community in the country. Most of it settled in the city of Jerusalem.

“The number of Jews in Palestine was estimated in 1837 at about 1500. In 1860 their number became about 15 thousand. In 1881 their number reached approximately 22 thousand and most of them were concentrated in Jerusalem. The abominable British Mandate and the unfortunate Balfour Declaration supported the Jewish immigration to Palestine and in 1944 the number of Arab inhabitants reached 1,363,387 and that of the Jews – 614,229.”

**The Palestinian Society – Demographic Education, Grade 11, p. 21**

PA 1 Pages 13-14

“The first wave of Jewish settlers from Russia arrived in Palestine in 1882 and the second wave was in 1905. The coming of the Jewish throngs to Palestine continued until 1948 and

their goal was taking over the Palestinian lands and then taking the original inhabitants' place after their expulsion or extermination."

**National Education, Grade 7, p. 20**

PA 1 Page 14

"Let us clarify the development of the Jewish immigration to Palestine in the 19<sup>th</sup> and 20<sup>th</sup> centuries, demonstrating the role of the British Mandate in this respect."

**The Palestinian Society – Demographic Education, Grade 11 (Homework), p. 37**

PA 1 Page 14

"...collective immigration that is politically oriented with the objective of realizing planned goals and purposes, such as the immigration of the Jews of the world to Palestine."

**The Palestinian Society – Demographic Education, Grade 11, [Taken from "Zionism"] p. 34**

PA 1 Page 14

**The Jews do not "Deserve" Palestine**

"The Balfour Declaration fits the saying 'the one who does not own gave to the one who does not deserve.' Comment on this saying."

**National Education, Grade 7, p. 22)**

PA 1 Page 14

"The Christian Holy Places in Palestine"

**(National Education, Grade 7, p. 64)**

"The Muslim Holy Places in Palestine"

**(National Education, Grade 7, p. 67)**

*[These are two sections of a chapter about the holy places in Palestine. There is no third section about the Jewish holy places in the country.]*

PA 1 Page 17

"Activity 3: We will collect photographs of the Muslim and Christian holy places in Palestine and assort them on a cardboard sheet."

**National Education, Grade 6, p. 14**

PA 1 Page 18

"Jerusalem... is the focus of attention of the world because of the Muslim and Christian holy places there."

**Geography of Palestine, Grade 7, p. 76**

PA 1 Page 18

"Activity 2: Let us prepare a report about the city of noble Jerusalem and the most important Muslim and Christian holy places there, based on one of the Internet sites, and read it to the students as one of the activities."

**Civic Education, Grade 7, p. 37**

PA 1 Page 18

"The attempt to Judaize some of the Muslim religious places like the Mosque of Abraham [the Machpelah sanctuary] and the Mosque of Bilal Bin Rabbah."

**National Education, Grade 7, p. 55**

PA 1 Page 18

*[Rachel's tomb is presented as] "The Mosque of Bilal Bin Rabbah (Bethlehem)"*

*[Bilal Bin Rabbah was one of Prophet Muhammad's companions.*

*In a previous textbook - Palestinian National Education, Grade 6 (1996), p. 89, this holy place was still called: "The Tomb of Rachel"]*

**National Education, Grade 7 (2001), p. 54**

PA 1 Page 19

"Several Palestinian, Arab and Islamic centers and associations are working for the revival of the Palestinian Arab heritage in order to safeguard the Arab character of Palestine, and of Jerusalem in particular. They have issued educational brochures and publications defending Palestine and its heritage, such as:

Al-Buraq Wall – The Wailing Wall [Ha'it al-Mabka]

The Mosque of Bilal Bin Rabbah – Rachel's Dome [Qubbat Rahil]."

*\*[According to Muslim belief, the Prophet Muhammad tied his heavenly beast, al-Buraq, to the Wailing Wall while ascending to Heaven during the night of al-Israa and al-Mi'raj. For the Jews, the Wailing Wall (Western Wall) is the only remaining part of their ancient Temple that was destroyed by the Romans in AD 70. As such, it is considered the holiest Jewish place of worship today.]*

**National Education, Grade 7, p. 56**

PA 1 Page 19

"The revolt of 1929 which is known as the *al-Buraq* Revolt in protest of the Jews' attempts at controlling the al-Buraq Wall."

**National Education, Grade 7, p. 21**

PA 1 Pages 19 and 35-36

"The attempts at Judaizing some of the Muslim religious places, such as the Mosque of Abraham in Hebron and the mosque of Bilal Bin Rabbah."

**National Education, Grade 7, p. 55**

PA 1 Page 36

"Mention the names of mosques and Muslim and Christian religious places the character of which the Israelis have tried to change."

**National Education, Grade 7, p. 56**

PA 1 Page 36

"Our country is considered to be holy for other religions. Do you know them?"

**Christian Education, Grade 3, p. 89**

PA 3 Page 8

"Mother Palestine, with whom the three heavenly [i.e., monotheistic] religions have connections..."

**Our Beautiful Language, Grade 3, Part 1, p. 14**

PA 3 Page 8

"What are the heavenly [i.e., monotheistic] religions that are connected with Palestine?"

**Our Beautiful Language, Grade 3, Part 1, (Question) p. 15**

PA 3 Page 8

“Palestine is part of this world... It has religious monuments for all the heavenly [i.e., monotheistic] religions, such as al-Aqsa Mosque, the Dome of the Rock and the Church of the Holy Sepulcher.”

**National Education, Grade 3, Part 1, p. 37**

PA 3 Page 9

“The religious holy places are considered a religious window that has tied Palestine to the world and made it an object of interest for those who believe in God from among the followers of the heavenly missions...”

“The city of Jerusalem...:

- A. Al-Aqsa Mosque...
- B. The Dome of the Rock...
- C. The Church of the Holy Sepulcher...

“The city of Hebron: The Sanctuary of Abraham [Cave of the Patriarchs] is located there. It has been so named after our lord Abraham, may peace be upon him, who is buried there.

“The city of Bethlehem: The Church of the Nativity is located there...”

“Nazareth: The Church of Annunciation is located there...”

**National Education, Grade 3, Part 1, pp. 39-40**

PA 3 Page 9

“Activity: We will look at the following [city] map of [the] Old [City of] Jerusalem and answer the questions that follow it.

[Legend:]

Jerusalem

Sections of the Old City

Muslim Quarter

Jewish Quarter

Armenian Quarter

Christian Quarter

Religious Sites

The Dome of the Rock

Al-Aqsa Mosque

The Church of the Holy Sepulcher”

**National Education, Grade 3, Part 1, p. 42**

PA 3 Page 10

“The religious holy places are considered a religious window that has connected Palestine with the world and made it an object of interest for those who believe in God from among the followers of the heavenly [i.e., monotheistic] missions and a destination for pilgrims and tourists. Some of the most important of them [i.e., the holy places in Palestine]:

...

“Nazareth:

Within it the Church of the Annunciation is located...”

“I will test myself

I will enumerate the religious holy places in Jerusalem, Hebron, Bethlehem and Nazareth.”

**National Education, Grade 3, Part 1, pp. 39-40**

PA 3 Page 24

*[a map and photographs of 5 holy places: Al-Aqsa (Jerusalem), Church of the Nativity (Bethlehem), Machpela [Cave of the Patriarchs] Sanctuary (Hebron) and the Church of the Annunciation (Nazareth)]* “I will connect the religious site to the city where it is located on the map.”

**National Education, Grade 3, Part 1, p. 43**

PA 3 Pages 24-25

“From the Holy Bible: The Sentence of Jesus

Pilate ordered Jesus to be flagellated, perhaps the Jews may be content with that, but they cried “crucify him, crucify him”. Then he handed Jesus over to them. They put on his head a crown of thorns, let him carry a cross, made him walk to the Golgotha hill and crucified him between two criminals. And they were mocking him while he was on the cross.”

**Christian Education, Grade 2, p. 59**

PA 2 Page 3

“Jerusalem (Urushalim): A Palestinian city built by the Arab Canaanites (the Jebusites) and named by them as Jebus. Later it was renamed Ursalem (Urushalim), and after that it was called by many [other] names such as: City of Justice, the Holy City, Noble Jerusalem (*al-Quds al-Sharif*). The prevalent name is al-Quds.”

“The Temple (al-Haykal): A word meaning “the Great House” which was a place of worship of God, like the church today.”

**Christian Education, Grade 2, p. 11**

*The world “Temple” hints at the Jewish Temple on Temple Mount*

PA 2 Page 4

**E**

**Observations on IPCRI Report by CMIP**

The Jewish connection since Roman times to the region, in general, and the Holy Land, in particular, is not just omitted or “inadequately or inappropriately represented”, as contended by IPCRI (pages 6, 25, 38 and 49), be it a result of the selective character of history, the desire to promote Palestinian aspirations or both. It is denied. Such denial arises clearly out of the statement quoted above concerning the Balfour Declaration, the description of the Jews’ “return” as infiltration and the denial of Jewish significance of holy places. Indeed IPCRI itself elsewhere in its report (page 33) admits that the immigration of Jews “is reflected in negative light (invaders, etc.)”. Infiltrators and invaders do not possess rights. Virtually all the terms used in the IPCRI report to describe and explain the “faults” of the Palestinian treatment of history serve merely to obfuscate the basic fact of this denial.

## THE CONCEPTS OF “PALESTINE”, “THE HOMELAND” AND “JERUSALEM”

### *PALESTINE, THE HOMELAND*

#### A

| CMIP                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | IPCRI                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Finding</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <p>“The term “Palestine” in the Palestinian textbooks refers to the whole area stretching between the Jordan River and the Mediterranean Sea, including the territories of the State of Israel. In [a] chart enumerating the inhabitants of this area today, one finds Israel’s Arab population and even the Palestinians living abroad, but not the 5.5 million Jewish inhabitants.”</p> <p>PA 1 Page 15</p> <p>“Natural, geographic and historical Palestine extends from the Jordan River to the Mediterranean Sea. It is presented as wholly Arab since the dawn of history. The ancient Canaanites and Jebusites are considered Arab nations.... The State of Israel is neither mentioned in this context, nor does its name appear on any map. When the text refers to regions, cities and sites that are within Israel’s pre-1967 borders, they are presented as Palestinian.”</p> <p>PA 1 Page 41</p> <p><b>“Israel in its Entirety is Considered Palestine</b></p> <p>Palestine, rather than Israel, is among the countries that are included in the region of Geographic Syria (Sham in Arabic).”</p> <p>PA 1 Page 41</p> <p><b>“Palestine is Arab and Muslim”</b></p> <p>PA 1 Page 42</p> <p><b>“The Arab Palestinian Canaanites and Jebusites</b></p> <p>The PNA textbooks endeavor to establish for the Palestinians exclusive historical rights over Palestine by giving the ancient Canaanites and Jebusites an Arab character. This way a historical continuum of Arab presence in the land since antiquity is established.”</p> | <p><i>“Palestine</i></p> <p>The concept of “Palestine” seems to be used in both historical and modern contexts, the former being in a general geo-historical sense and the latter in reference a political entity in the making. Generally speaking, “Palestine” is mostly presented in its historical context. References to “Palestine” are mostly made to reflect the Palestine of pre-1948 War, the pre-Partition plan.</p> <p>Thus, in several instances, the reference is made to Palestine as “the Homeland.” In almost all such instances, the concept of the “homeland” refers to the West Bank and the Gaza Strip. As such city names, holy sites, illustrations, etc. are those that fall within this parameter (National Education, Grade 1, Part 2, pp. 51-52; National Education, Grade 2, Part 1, pp. 18, 19, 32; National Education, Grade 2, part 2, p.10).</p> <p>In several instances, however, we notice a listing of some cities, holy sites, and geographical locations that include ones in Israel proper, such as Jaffa, Haifa, Acre, Nazareth, Caesarea, the Negev Desert, Erma Mountain/Safad (National Education, Grade 2, Part 2, pp. 10, 22, 61; National Education, Grade 2, Part 1, p. 19; Arts and Crafts, Grade 7, Part 2, p. 23, National Education, Grade 7, p. 47). According to a MOE Position Paper (2002), “the curriculum traces the development of the Palestinian people throughout its history; therefore, mentioning the names of certain cities that are related to particular historical events is natural and bears no political ramifications.”</p> <p>It is unclear whether some of these references were meant to serve a double</p> |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>PA 1 Page 43</p> <p><b>“Israeli Regions, Cities and Sites are Presented as Palestinian .”</b></p> <p>PA 1 Page 49</p> <p>“...Also, four Israeli cities – Haifa, Acre, Safed and Jaffa, an archeological site – Caesarea, a mountain – Jermaq [Meiron], and the Negev region are presented as Palestinian...”</p> <p>PA 2 Page 6</p> <p>“...Cities and geographical sites in Israel within the pre-1967 borders are presented as Palestinian...”</p> <p>PA 3 Page 16</p> <p>“Places in Israel Within the 1949 and 1967 Borders Are Presented as Palestinian.”</p> <p>PA 3 Page 24</p> | <p>purpose or were a function of the fact that a large number of curriculum designers, materials writers, supervisors and reviewers, etc. was involved in the process. One has to note in this context that the working teams came to the task holding varied beliefs and attitudes and having different educational, political and ideological backgrounds. It is assumed that the final review will clarify the confusion and impose a measure of consistency in dealing with all knowledge-related (epistemological) and political issues. This is necessary so as not to create confusion with regard to Palestinian national aspirations and in order to avoid the possible understanding that the Palestinian educational system is preaching a political philosophy of a “greater Palestine” including the territories of the State of Israel.</p> <p><i>The Homeland</i></p> <p>The homeland, in present-day context, is presented as comprising the West Bank and the Gaza Strip. In historical context, the homeland covers the whole of British Mandate Palestine.</p> <p>The preface in all new textbooks produced in 2002 states that “the MOE, since its inception, has placed the subject of curriculum development as one of the strategic goals for its operation. On the one hand, it actually has started the unification of the curriculum in the two wings of the homeland in the West Bank and the Gaza Strip...”</p> <p>The “Homeland” is mostly used to refer to the West Bank and the Gaza Strip (National Education, Grade 2, Part 1, pp. 8, 9, 11, 18, 32). There are, however, some instances in which the reference is made (within the framework of the homeland) to sites and cities in Israel proper. Example: Our Beautiful Language, Grade 2, Part 1 has a lesson that talks about “a trip to the lands of the homeland”, p. 60. The trip takes the family to Jaffa. Our Homeland, Palestine mentions the city of Acre (Our Beautiful Language, Grade 6, Part 1, p. 121).</p> |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|--|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | <p>“Landmarks of my Country” talks about and shows a photo of Al-Jazzar Mosque in Acre (Our Beautiful Language, Grade 1, Part 1, pp. 10, 12).</p> <p>In particular:</p> <p>...</p> <p>...</p> <p>Geographical maps show all historical Palestine. Administrative maps show the West Bank and Gaza.</p> <p>The maps in the textbooks represent Mandate Palestine and when the reference is to the PA territories or the Palestinian homeland, the areas are contoured. No map, however, bears the name of the State of Palestine and none portrays the “Land of Israel” or “Israel” as part of the emerging Palestinian State. Israel, as a political entity, does not appear in any map.</p> <p>The term “entire national soil,” as it appears in the context of “the establishment of the independent Palestinian State on our entire national soil,” is sometimes interpreted as including Israel proper.</p> <p>...</p> <p>Final status issues as they relate to East Jerusalem and Palestinian refugees are mentioned within the context of UN resolutions and the Oslo Accords.</p> <p>The homeland, in present-day context, is presented as comprising the West Bank and the Gaza Strip. The homeland, in historical context, covers Mandate Palestine.</p> <p>...”</p> <p>Pages 25-27</p> |
|--|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

## B

### Common Sources Quoted or Referred to

“One of the most famous mountains of Palestine is Mount Jermaq near Safed.”

**National Education, Grade 2, Pt. 2, p.10**

PA 2 Page 8

“The desert is found in southern Palestine and it is called the Negev.”

**National Education, Grade 2, Pt. 1, p. 19**

PA 1 Page 53

1. Religious tourism:

...

2. Archeological tourism:

Others visit Jericho, Nablus, Sebastia and Caesarea because there are archeological sites there.

3. Recreational tourism:

In summertime people go to visit Gaza, Haifa and Acre because of the beautiful beaches there.”

**National Education, Grade 2, part 2, p. 61,**

PA 2 Page 9

“There are several [agricultural] seasons which characterize the [various] districts of Palestine, such as ... , in addition to fishing which characterizes the coastal cities like Haifa, Jaffa and Gaza.”

**Arts and Crafts, Grade 7, p. 23**

PA 2 Page 8

“The fields of the popular Palestinian heritage could be categorized within three types:

1 – the material heritage, 2 – the literary heritage, 3 – the artistic heritage

1. The Material heritage

a. The structural objects...

1) [City] walls, like the wall of Jerusalem and the wall of Acre.”

**National Education, Grade 7, p. 47**

PA 1 Page 54

The family of Karim and Leila went on a trip to the city of Jaffa...”

**Our Beautiful Language, Grade 2, Pt. 1, p. 60**

PA 1 Page 53

“(A photograph of the al-Jazzar Mosque in Acre”).

**Our Beautiful Language, Grade 6, Pt. 1, p. 121.**

PA 1 Page 55

“Landmarks from My Country”

“(A photograph of the al-Jazzar Mosque in Acre”).

**Our Beautiful Language, Grade 1, Pt. 1, p. 10**

PA 1 Page 55

## C

**Sources Referred to by IPCRI, but not quoted by CMIP**

National Education, Grade 1, Pt. 2, pp. 51- 52

National Education, Grade 2, Pt. 1, p. 18, 32

National Education, Grade 2, Pt. 2, p. 22

National Education, Grade 2, Pt. 1, pp. 8, 9, 11, 18, 32

## D

**Relevant Sources quoted by CMIP, but not referred to by IPCRI**

“The Inhabitants of Palestine on 1.2.1999

|                                      |           |       |
|--------------------------------------|-----------|-------|
| 1. The West Bank                     | 1,973,000 | }     |
| 2. Gaza                              | 1,113,000 | }36%  |
| 3. The Palestinians of the Interior* | 1,094,000 | 13%   |
| 4. The Palestinians of the Diaspora  | 4,419,000 | 51%   |
| Total:                               | 8,598,000 | 100%” |

*[\*The term “the interior” [al-dakhel] is commonly used by the Palestinians to denote the territory of the State of Israel without having to name it as such. The expression “the Palestinians of the interior” refers to the Arab citizens of Israel.]*

**National Education, Grade 6, p. 11**

PA 1 Page 15

“The countries of Geographic Syria [*Sham*] are Palestine, Jordan, Syria and Lebanon.”

**Islamic Education, Grade 2, Pt. 1, p. 98**

PA 1 Page 41

“The Geographic Position of Palestine

As regards the world, Palestine is located at the western side of Asia, east of the Mediterranean, and it overlooks the continents of Asia, and Africa with Europe through the Mediterranean Sea. As regards the Arab homeland, it [Palestine] is located south west of Geographic Syria [*Sham*], between the Mediterranean Sea on the west and the Jordan River on the east.”

**Geography of Palestine, Grade 7, p. 4**

PA 1 Page 41

“ Geography of Palestine

Let us read the map of natural Palestine and examine it

... The Position of Palestine:

Palestine occupies an important place at the heart of the Arab homeland because:

1. It connects the three continents (Asia, Africa, Europe), serving as a crossroad for them.
2. It connects the Mediterranean with the Red Sea...”

**National Education, Grade 6, pp. 8-9**

PA 1 Page 41

“The area of Palestine is 27,027 square km. It has a shape of a rectangle, which causes dissimilarity in the lengths of the borders with its Arab neighbors, as follows:

1. The length of the border between Palestine and Jordan is 360 km. As for the length of the coast of the Mediterranean Sea – it is 277 km.
2. The length of the border between Lebanon and Palestine is 79 km., and with Syria – 76 km., while the length of the border with Egypt is 240 km.”

**Geography of Palestine, Grade 7, p. 4**

PA 1 Pages 41-42

[Map of the Middle East and North Africa showing Arab countries in green and Palestine in Yellow]

“Lesson 4: Palestine is Arab and Muslim”

**National Education, Grade 2, Pt. 1, p. 16**

PA 1 Page 42

[Magnifying glass showing enlarged the Arabic word ‘Palestine’]

“Activity 4

Let us understand the following text:

Palestine is part of the greater Arab homeland and the Palestinian people are part of the Arab nation.”

**National Education, Grade 6, p. 11**

PA 1 Page 42

“Since the dawn of history the soil of Palestine has raised its Arab identity high through the giants of Canaan.”

**Our Beautiful Language, Grade 7, Pt. 1, p. 32**

PA 1 Page 43

“The Canaanite Arabs were the first ones who settled in Palestine.”

**National Education, Grade 2, Pt. 1, p. 4**

PA 1 Page 43

““Our Palestinian heritage is rich in antiquities that demonstrate the connection of the Arab man with the region over the ages since the [time of the] Canaanites.’ I will collect pictures of Palestinian archeological sites that support this phrase and discuss that with my classmates.”

**Health and Environment, Grade 7, (Homework) p. 98**

PA 1 Page 43

“[Nablus] is one of the cities of the early Arab Canaanites.”?

**National Education, Grade 7, p. 71**

PA 1 Page 43

“The Canaanite Palestinians are the ones who invented the alphabet.”

**National Education, Grade 7, p. 8**

PA 1 Page 43

“The Arab Jebusites built it [Jerusalem] five thousands years ago in that distinguished place and it has remained since that time a capital of Palestine during the ages.”

**Geography of Palestine, Grade 7, p. 77**

PA 1 Page 43

“Historical Palestine is divided into four natural parts:

The coastal plain region... on the shores of which the cities of Acre, Haifa, Jaffa... are located.

The mountainous region which includes the Galilee mountains... where the cities of Nazareth... are located.

The Jordan Valley region which is traversed by the Jordan river from its sources in Mount Hermon through the Sea of Galilee... Its main cities [are]: Beit Shean...

The Negev Heights which constitute half of the terrain of natural Palestine... Its main cities [are]: Beer Sheba...”

**National Education, Grade 6, p. 9**

PA 1 Page 49

“The lands of historical Palestine are divided into three topographic zones stretching between north and south in the form of long strips as follows:

The strip of the western coastal plains which stretches along the Mediterranean coastal plains and includes the plain of Acre north of Mount Carmel and the Palestinian coastal plain that stretches south of that mountain...

The mountain strip which stretches between the Lebanese border in the north and the Egyptian border in the south. It includes the Galilee mountains, the mountains of Nablus and their north-western extension of Mount Carmel, the Jerusalem mountains... and the Negev Heights.

The Jordan Valley strip which stretches between the upper sources of the Jordan river (Banyas, Dan, Hasbani) in the north and the Gulf of Aqaba in the south."

**The Palestinian Society – Demographic Education, Grade 11, p. 19**

PA 1 Page 49

"Lesson 3: Surface Phenomena in Palestine:

1. The coastal plains: They stretch parallel to the coast of the Mediterranean Sea between Ras al-Naqura in the north and Rafah in the south...
2. The mountainous heights: They stretch from the extreme north of Palestine to the Negev in the south... They are divided into two main parts, as follows:  
Galilee mountains in the north...  
The central mountainous ridge: It stretches from the valley of Marj Ibn 'Amer [Jezreel Valley] in the north to the region of Beer Sheba in the south.
3. The Jordan Valley: It stretches from the Hula Valley in the north to the 'Araba *Wadi* in the south.
4. The Negev: The Negev region constitutes about half of the area of Palestine...

**Geography of Palestine, Grade 7, pp. 8-10**

PA 1 Pages 49-50

"As far as the geography of Palestine is concerned, we find that it is characterized by geographic and climatic diversity. Within it [one could find] the depression areas, as in the Jordan Valley of Jericho, the mountainous [areas], as in the mountains of the West Bank, the desert [areas] as in the Negev, and the coastal [areas], as in the coastal strip stretching from Rafah to Ras al-Naqura."

**Civic Education, Grade 7, p. 21**

PA 1 Page 50

"First - The Most Important Rivers

The Jordan River. It flows into the Dead Sea and its length is 370 km.

The 'Awja River... It is the second [largest] river of Palestine. Its length is 26 km., and it flows into the Mediterranean Sea north of Jaffa.

The al-Muqatta' River, which is the third [largest] river of Palestine. Its length is 16 km., and it flows [into the Mediterranean] north of Haifa.

The Zarqa River, which is [also] known as the Crocodile River [*Timsah*]. It flows into the Mediterranean Sea north of Caesarea.

Second - The Most Important *Wadis*

...[A *wadi* in the West Bank]

The Gaza *Wadi* which descends from Hebron Mountains past Beer Sheba and flows into the Mediterranean Sea south of the city of Gaza.

The Qurn *Wadi* which is found in northern Palestine and its waters descend from the northern heights in Palestine. It flows into the Mediterranean Sea near the village of al-Zib north of the city of Acre."

**Geography of Palestine, Grade 7, p. 23**

“First - Flora of the Main Regions

Flora region of the Mediterranean: This region includes the Palestinian mountains which stretch from Galilee Mountains in the north to Hebron Mountains in the south. It also includes the region of the Palestinian coastal plains along the Mediterranean...

The desert flora region: It includes most of the lands of the central and southern Negev, as well as the desert next to Jerusalem and Hebron...

Second – Flora of the Marginal Regions

- a. The region of the semi-arid flora: It includes the lands in the northern Negev surrounding Beer Sheba...
- b. The region of the Jordan Valley flora: It includes a narrow strip in the Palestinian Jordan Valley stretching from the Hula [Valley] to Umm al-Rashrash [Eilat] on the Gulf of Aqaba...”

**Geography of Palestine, Grade 7, pp. 28-29**

PA 1 Pages 50-51

“Lesson 16: Agricultural Yields in Palestine

Yields of the coastal regions... in the areas of Acre, Haifa, Jaffa, Tulkarm, Qalqilya and Gaza.

Yields of the mountainous regions... in the areas of Galilee, Jenin, Nablus, Jerusalem and Hebron.

Yields of the Jordan Valley... in the areas of Beisan [Beit Shean], Tiberias and Jericho.”

**Geography of Palestine, Grade 7, p. 46**

PA 1 Page 51

“Map no. 10 shows us a group of minerals of which the most important [ones] are the following:

A group of mineral salts is found in the waters of the Dead Sea.

Construction stones are found in the Galilee and Carmel mountains and in the mountains of Nablus, Jerusalem, Hebron and the Negev.

Phosphate is found in the areas of the central Negev.

Glass sand and quartz are found in the coast and in the north-western Negev.

Dry clay is found in the form of layers in central and northern Palestine.

Limestone is found in most of the mountainous regions in Palestine.

Oil rocks and asphalt are found around the Dead Sea and in the area of al-Nabi Musa.

Copper and manganese are found in southern Palestine.

Oil and gas are found in the regions of the southern coastal plains and [off] the shores of Gaza.”

**Geography of Palestine, Grade 7, p. 55**

PA 1 Pages 51-52

“Activity 1: I will draw the map of Palestine and then I will mark on it the places where potassium, phosphate and construction stones are found.”

**Geography of Palestine, Grade 7, p. 56**

PA 1 Page 52

“Among the famous rocks in southern Palestine are the rocks of Beer Sheba and the Negev.”

**Our Beautiful Language, Grade 6, Pt. 1, p. 64**

PA1 Page 52

“I will test myself:

I will determine the most important industrial centers in Palestine.

Why is the oil refining industry concentrated in the city of Haifa?

**Geography of Palestine, Grade 7, p. 65**

PA 1 Pages 52-53

“In some other Palestinian villages and cities restrictions have been imposed upon the inhabitants and they have been prevented from building, like Jaffa, Lydda, Ramle, Acre and the villages of Galilee, the Triangle and the Negev.”

**National Education, Grade 7, p. 55.**

PA1 Page 53

“The desert is found in southern Palestine and it is called the Negev.”

**National Education, Grade 2, Pt. 1, p. 19**

PA 1 Page 53

“Beer Sheba: It is located in southern Palestine and considered to be the key to the Negev and its main center.”

**Geography of Palestine, Grade 7, p. 80**

PA 1 Page 53

“Lesson 29: Palestinian Cities

Palestine has always been full of human dwelling places [in] villages, towns and cities. Most famous among them are noble Jerusalem, Safed, Acre, Nazareth, Tiberias, Haifa, Beisan [Beit Shean], Jenin, Nablus, Tulkarm, Qalqilya, Caesarea, Ramalla, al-Bira, Lydda, Ramle, Jaffa, Jericho, Bethlehem, Hebron, Ashkelon, Asdod, Gaza, Khan Yunis, Rafah, Beer Sheba.”

**Geography of Palestine, Grade 7, p. 76**

PA 1 Page 53

“Jerusalem is connected... with all the cities of Palestine, such as Nazareth, Safed, Haifa, Nablus, Jaffa, Ramle, Hebron, Beer Sheba, Gaza, Jericho and Beisan [Beit Shean].”

**Geography of Palestine, Grade 7, pp. 76-77**

PA1 Page 53

“Let us draw a map of historical Palestine and indicate on it the following geographic objects:

1. The main coastal cities
2. The main mountainous cities
3. The main cities in the Jordan Valley region
4. The rivers and lakes: the Jordan River, Sea of Galilee, the Dead Sea.”

**National Education, Grade 6, p. 11**

PA 1 Page 53

“Jaffa is a harbor and a city in Palestine, on [the shores of] the Mediterranean.”

**Our Beautiful Language, Grade 6, Pt. 1, p. 120**

PA 1 Page 54

“We are in the city of Jericho. Who remembers the name of another city in Palestine famous for orange growing? ... The name of a Palestinian city famous for orange growing [is]: Jaffa.”

**General Science, Grade 1, Pt. 2, pp. 5, 7, respectively**

PA 1 Page 54

“The Cities of Palestine

There are many cities in Palestine, the most famous of which is Jerusalem... And there are other cities such as: ... Jaffa and Haifa...”

**National Education, Grade 2, Pt. 1, p. 22**

PA 1 Page 54

“I will compare between the city of Haifa and the city of Jericho regarding rain quantities and temperature.”

**Geography of Palestine, Grade 7, p. 19**

PA 1 Page 54

“Let us express in a descriptive and correct manner the religious position of one of the following Palestinian cities: ... Nazareth...”

**Our Beautiful Language, Grade 6, Pt. 1, p. 44**

PA 1 Page 54

“Let us fill in the following chart:

The Palestinian City The Holy Places

... Nazareth ...”

**National Education, Grade 6, p. 14**

PA 1 Page 54

“The natural Spa Sites in Palestine

Springs: there are mineral springs alongside the Palestinian Jordan Valley region and the Dead Sea region. The most important ones among them [are]:

Al-Hamma springs. They are located near the Yarmuk river’s mouth at the Jordan river...

The [mineral] spring of Tiberias...”

**National Education, Grade 7, p. 75**

PA 1 Page 54

“The Roman art (500 BC – 400 AD) was influenced by the Greek and Etruscan art. The Roman distinctive character appeared in statues and architecture and among their monuments are the theaters of Sebastia and Caesarea in Palestine...”

**Arts and Crafts, Grade 7, p. 61**

PA 2 Page 8

“The religious holy places are considered a religious window that has connected Palestine with the world and made it an object of interest for those who believe in God from among the followers of the heavenly [i.e., monotheistic] missions and a destination for pilgrims and tourists. Some of the most important of them [i.e., the holy places in Palestine]:...

“Nazareth

Within it the Church of the Annunciation is located...

“I will test myself

I will enumerate the religious holy places in Jerusalem, Hebron, Bethlehem and Nazareth.”

**National Education, Grade 3, Part 1, pp. 39-40**

PA 3 Page 25

*[The following page shows a map and photographs of 5 holy places: Al-Aqsa (Jerusalem), Church of the Nativity (Bethlehem), Machpela [Cave of the Patriarchs] Sanctuary (Hebron) and the Church of the Annunciation (Nazareth):]*

“I will connect the religious site to the city where it is located on the map.”

**National Education, Grade 3, Part 1, p. 43**

PA 3 Pages 25-26

“I will arrange the following mountains of Palestine according to their height:

Mount Ebal (Nablus) 960 meters

Mount Jarmaq (Safed) 1208 meters

Mount Nabi Yunis (Halhul-Hebron) 1027 meters”

**Mathematics, Grade 3, Part 1, p. 27**

PA 3 Page 26

“An educational board that lights up when the correct answer [is given]

| Question                                              | Answer    | [Correct Answer] |
|-------------------------------------------------------|-----------|------------------|
| The capital of the State of Palestine                 | Acre      | [Jerusalem]      |
| The highest peak in Palestine                         | Gaza      | [Al-Jarmaq]      |
| A Palestinian coastal city                            | Nablus    | [Acre]           |
| The airport of Palestine                              | Jerusalem | [Gaza]           |
| A Palestinian city known for [its]<br>Knafeh [pastry] | Al-Jarmaq | [Nablus]”        |

**Technology, Grade 5, p. 40**

PA 3 Page 26

“The bus departed from Jerusalem, passing through Jericho and then [through] Beisan. On the way one of the teachers spoke to us about the sites it passed through, about their climate and ancient monuments and about their importance in the history of Palestine.”

**Our Beautiful Language, Grade 3, Part 2, (“A Trip to Tiberias”) p. 95**

PA 3 Page 26

“What are the Palestinian cities through which the bus passed?”

**Our Beautiful Language, Grade 3, Part 2, (“A Trip to Tiberias”) p. 98**

PA 3 Page 26

“Palestine has a long coast facing the Mediterranean and a short coast on the Gulf of Aqaba.”

**Health and Environment Studies, Grade 8, p. 131**

PA 3 Page 26

## E

### Observations on IPCRI Report by CMIP

The question as to whether “the homeland, in present day circumstances, is presented as comprising the West Bank and the Gaza Strip” is not one that can be determined by reference

to textbook prefaces, even assuming that this arises clearly out of them. The preface is hardly part of the textbook for learning purposes. Likewise it is not clear that schoolchildren possess such degree of sophistication as enables them, without clear and express guidance, which is not to be found in the textbooks, to differentiate historical, geographical, climatic and topographical entities from political ones bearing the same name. For similar reasons statements in the Palestinian Ministry of Education position papers are of even less relevance. Whether or not the Palestinian educational system is preaching a political philosophy of a “‘greater Palestine’ including the territories of the State of Israel” is in fact determined by how the curriculum is understood by those for whom it is intended, namely, what, in the context of the curriculum as a whole, particular passages in the textbooks are saying to the pupil.

Nor is the treatment of the concepts of Palestine and “the homeland” something that stands by itself. It has to be viewed within the broader context of the textbooks as a whole, according to which the homeland has been usurped by invaders, and to be seen as part of a central theme running through them, namely a stubborn refusal to accept partition, namely that part of the land between the river and the sea is irretrievably lost. It is merely one aspect of this theme, others being such matters as maps, the use of circumlocutions to describe the areas under Israel’s control within the pre-1967 borders and the refugees. By isolating this aspect, presenting it as if stands by itself, while not mentioning the sheer mass of “offending” passages, and indulging in speculations as to reasons that serve to explain away facts that speak for themselves (see page 26), instead of drawing conclusions from them, IPCRI has succeeded in blunting its impact.

Conspicuous by its absence from the textbooks is any hint of partition, either as an idea or as an actuality. By failing to notice this IPCRI has been forced to adopt a series of ad hoc explanations of all that flows from the rejection of partition.

## ***JERUSALEM***

### **A**

| <b>CMIP</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <b>IPCRI</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Finding</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <p>“Jerusalem as well is depicted as wholly Arab, without any reference to its historical or religious importance to the Jews.”<br/>PA 1 Page 41</p> <p>“Jerusalem is depicted as wholly Palestinian. Its historical and religious importance to the Jews, as well as its present position as Israel’s capital are not mentioned. Rather, it is referred to as the capital of Palestine.”<br/>PA 1 Page 55</p> <p>“Jerusalem is presented as exclusively Palestinian and as the capital of the State of Palestine. The Jews are not mentioned as part of its history. Nor are they mentioned as</p> | <p>“Jerusalem is portrayed (historically, religiously, culturally, socially, demographically) in relation to its Arab and Islamic nature. Several references are made of the Christian presence in Jerusalem. All illustrations and photos of Jerusalem reflect those found in the Eastern part of the city (mostly, the old city). It is also almost always referred to as the “Capital of Palestine.” References reflect the national, political, cultural, economic, religious and historical importance of the city and its Arab and Islamic characteristics. However, there is no mention of its religious and historical significance to Judaism and to Jews nor that the State of Israel considers Jerusalem its capital.</p> |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>inhabitants of the city. There appears in one of the books, perhaps for the first time in any teachers' guide published by the Palestinian Authority, a general statement about "the importance of the city of Jerusalem to the three religions" without going into any detail."</p> <p>PA 2 Page 11</p> <p>"Jerusalem is portrayed as an exclusively Arab city, disregarding the fact that it is also a Jewish city and the Jews have formed the majority of the population there since the 1880s. Its holiness to Judaism is never explicitly mentioned, though a general statement about the city's holiness to "the three monotheistic religions" does appear once. Jerusalem is described as the capital of the State of Palestine and its historical and national importance to the Jewish people, as well as its present status as Israel's capital, are ignored. Some of the passages personify Arab Jerusalem as a suffering city under attack."</p> <p>PA 3 Page 41</p> | <p>Several of the new textbooks contain a boxed section entitled "Did You Know?" This section provides additional information not included in the texts proper. One of the boxes appears in the Religious Education textbook for Grade 2 and describes Jerusalem as "a Palestinian city built by the Arab Canaanites and named 'Jebus' or 'Yabus.' Later, it was renamed Ursalem or Urushalim, and after that it was called by many names such as: City of Justice, the Holy City, and Noble Jerusalem. The prevalent name, however, is al-Quds.</p> <p>In particular:<br/> Jerusalem is presented as the capital of the future state of Palestine.<br/> The photos and illustrations exclude any parts of West Jerusalem. The claim is made only for East Jerusalem that was occupied in the 1967 War.<br/> ...<br/> ...<br/> ...<br/> There is a mention of Jerusalem's importance to the three monotheistic religions.<br/> Final status issues as they relate to East Jerusalem and Palestinian refugees are mentioned within the context of UN resolutions and the Oslo Accords.<br/> ...<br/> • The Arab and Islamic character of East Jerusalem is emphasized. The locally, regionally and internationally accepted reference to Al-Quds is limited to East Jerusalem."</p> <p>Page 27</p> <p>"The same applies to the focus on the Arab character of East Jerusalem. It does not deny the Israeli and Jewish character of, for example, the Jewish holy places or Jewish history in the city, but does seem to ignore their existence or their importance to Jews and to the State of Israel."</p> <p>Page 7</p> <p>"The same applies to the focus on the Arab character of East Jerusalem. It does not deny the Israeli and Jewish character of, for example, the Jewish holy places or Jewish history in the city."</p> |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

**B****Common Sources Quoted or Referred to**

“Jerusalem (Urushalim): A Palestinian city built by the Arab Canaanites (the Jebusites) and named by them as Jebus. Later it was renamed Ursalem (Urushalim), and after that it was called by many [other] names such as: City of Justice, the Holy City, Noble Jerusalem (*al-Quds al-Sharif*). The prevalent name is al-Quds.”

“The Temple (al-Haykal): A word meaning “the Great House” which was a place of worship of God, like the church today.”

**Christian Education, Grade 2, p. 11**

PA 2 Page 4

**D****Relevant Sources quoted by CMIP, but not referred to by IPCRI**

“Jerusalem... is the focus of attention of the world because of the Muslim and Christian holy places there.”

**Geography of Palestine, Grade 7, p. 76**

PA 1 Page 18

“Activity 2: Let us prepare a report about the city of noble Jerusalem and the most important Muslim and Christian holy places there, based on one of the Internet sites, and read it to the students as one of the activities.”

**Civic Education, Grade 7, p. 37**

PA 1 Page 18

“Several Palestinian, Arab and Islamic centers and associations are working for the revival of the Palestinian Arab heritage in order to safeguard the Arab character of Palestine, and of Jerusalem in particular. They have issued educational brochures and publications defending Palestine and its heritage, such as:

Al-Buraq Wall – The Wailing Wall [Ha’it al-Mabka]

The Mosque of Bilal Bin Rabbah – Rachel’s Dome [Qubbat Rahil].”

*[According to Muslim belief, the Prophet Muhammad tied his heavenly beast, al-Buraq, to the Wailing Wall while ascending to Heaven during the night of al-Israa and al-Mi’raj. For the Jews, the Wailing Wall (Western Wall) is the only remaining part of their ancient Temple that was destroyed by the Romans in AD 70. As such, it is considered the holiest Jewish place of worship today.]*

**National Education, Grade 7, p. 56**

PA 1 Page 19

“Palestine’s heritage and culture: the resolutions of the Islamic Organization for Education, Science and Culture:

...

...

...

...

...

6. ... Propagating the map of noble Jerusalem, with its Arab place-names, on a wide scope, in order to resist Judaization and to protect the [Arab] heritage.”

**National Education, Grade 7, p. 57**

PA 1 Page 35

“The Judaization of Jerusalem and the dissolution of the Palestinian identity of its inhabitants.”

**National Education, Grade 6, p. 17**

PA 1 Page 35

*[An inscription on the picture of the Dome of the Rock]*

“Jerusalem is ours”

**National Education, Grade 1, Pt. 1, pp. 24, 25, 52, 56, 57**

PA 1 Page 55

“There are many cities in Palestine, the most famous of which is Jerusalem, the capital of Palestine.”

**National Education, Grade 2, Pt. 1, p. 22**

Pa 1 Page 55

“The establishment of the State of Palestine, with noble Jerusalem as its capital, was declared in Algiers in 1988”.

**National Education, Grade 6, p. 30**

PA 1 Page 56

“Let us name the capital of the State of Palestine.”

**National Education, Grade 6, (Homework) p. 29**

PA 1 Page 56

“I will connect the state in the first column with its capital in the second column:

Palestine.....Jerusalem”

**Islamic Education, Grade 2, Pt. 1, p. 99**

PA 1 Page 56

“Jerusalem is the religious, cultural and economic capital of Palestine.”

**Geography of Palestine 7, p. 76**

PA 1 Page 56

“Let us connect between the state in the first column and its capital in the second column:

|              |           |
|--------------|-----------|
| Palestine    | Cairo     |
| Egypt        | Damascus  |
| Syria        | Jerusalem |
| Iraq         | Amman     |
| Jordan       | Baghdad   |
| Saudi Arabia | Riyad”    |

**Our Beautiful Language, Grade 2, part 2, p. 139**

PA 2 Page 11

“*Jerusalem (Urushalim)*: A Palestinian city built by the Arab Canaanites (the Jebusites) and named by them as Jebus. Later it was renamed Ursalem (Urushalim), and after that it was called by many [other] names such as: City of Justice, the Holy City, Noble Jerusalem (*al-Quds al-Sharif*). The prevalent name is al-Quds.”

**Christian Education, Grade 2, p. 11**

PA 2 Page 11

“Suggested methods, means and activities

Discussing the city of Jerusalem and its most important monuments, focusing on the Dome of the Rock and al-Aqsa Mosque.

Presenting pictures of the monuments in the city of Jerusalem...

**Illustrating the importance of the city of Jerusalem to the three religions.**

Referring to the shape of the gates, columns, domes, squares, etc.

**The relation of the Muslim and Christian Palestinians and Arabs to the place.**

The story of *al-Mi'raj* [Prophet Muhammad's ascension to Heaven from Jerusalem, according to Muslim belief].

.....”

**Arts and Crafts, Grade 2, Teacher's Guide, p. 36.** (Emphasis added.)

“*Urushalim* [Jerusalem]: [It is] an ancient name for the city of *al-Quds* [Jerusalem]... It was built by the Jebusites, one of the tribes of Canaan.”

**Christian Education, Grade 3, p. 91**

PA 3 Page 41

“Jerusalem is Arab.”

**Linguistic Sciences, Grade 8, Part 1, p. 3**

PA 3 Page 41

“The National Council declares... the establishment of the State of Palestine upon our Palestinian land with noble Jerusalem as its capital.”

**Reading and Texts, Grade 8, Part 1, p. 72**

PA 3 Page 41

“3. What city has the Palestinian National Council adopted as the capital of the State of Palestine?”

**Reading and Texts, Grade 8, Part 1, p. 75**

PA 3 Page 41

“The city of Jerusalem, capital of Palestine...”

**Reading and Texts, Grade 8, Part 1, p. 49**

PA 3 Page 41

“The extensive studies that deal with Jerusalem reflect the special position enjoyed by this city [that is] holy to the followers of the three heavenly [monotheistic] religions...”

**Questions**

5. What do the extensive studies about Jerusalem reflect?”

**Linguistic Sciences, Grade 8, Part 2, p. 40**

PA 3 Pages 41-42

“Cities of the Muslim World: ... noble Jerusalem...”

**E**

**Observations on IPCRI Report by CMIP**

By separating the subject of Jerusalem from that of its holy places, as if the city as a whole, or more particularly the Old City were not a holy place for the Jews, it is easier for IPCRI to contend that ignoring its Jewish significance is not the same as the denial of that significance. The question of whether, in the context of the textbooks, ignoring is tantamount to denial will be considered in connection with the holy places below. But even assuming that in that context ignoring is not the same as denying, IPCRI has not found worthy of comment that what the textbooks are ignoring is the significance of the city to those who have formed its largest population segment, for at least a century and a half, and the fact that the textbooks claim Jerusalem as belonging exclusively<sup>3</sup> to those who, since the end of the nineteenth century and up to and beyond 1948, have constituted a minority of its population, while “ignoring” the claim of the majority. It has instead offered the explanation that “Jerusalem” in the textbooks has shrunk to mean “East Jerusalem that was occupied in the 1967 War”<sup>4</sup>. This is the very inverse of the “trespasses” by the textbooks across the green line and the inclusion of parts of Israel within “Palestine”, according to the explanation given by IPCRI<sup>5</sup>. In addition IPCRI has ignored the fact that it is the Old City that is the focus of Jewish historical claims, as the Jewish holy places are found there.

---

<sup>3</sup> See e.g. National Education, Grade 1 (2000), Pt. 1, pp. 24, 25, 52, 56, 57 (PA 1 Page 55) and Linguistic Sciences, Grade 8, Part 1 (2002) p. 3 (PA 3 Page 41).

<sup>4</sup> There is nothing in the textbooks to lend credence to the view that areas of West Jerusalem such as Talbieh, Baka, Musrara and Katamon are no longer regarded as included in statements such as “Jerusalem is Arab”, Linguistic Sciences, Grade 8, Part 1 (2002) p. 3 (PA 3 Page 41). On the other hand IPCRI can draw some support for its view from National Education, Grade 7, p. 81 (PA 1 Page 38), although the reference is to Jerusalem as comprising religious and tourist sites.

<sup>5</sup> Compare the wording of the quotation in National Education, Grade 2 (2001), Pt.1, p.16 (PA 1 Page 42), “Palestine is Arab and Muslim” with that in National Education, Grade 1 (2000), Pt. 1, pp. 24, 25, 52, 56 and 57 (PA 1 Page 55), “Jerusalem is ours” and in Linguistic Sciences, Grade 8, Part 1 (2002) p. 3 (PA 3 Page 41), “Jerusalem is Arab”.

## PEACE, TOLERANCE AND PLURALISM

### A

| CMIP                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | IPCRI                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Finding</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <p>“The Palestinian textbooks emphasize the need for inter-religious tolerance. They are based on Islam’s traditional tolerance towards followers of the other monotheistic religions, known as “the People of the Book”, i.e. Christians and Jews. But when the discussion assumes a more specific and practical nature the Jews are no longer mentioned.”<br/>PA 1 Page 61</p> <p>“A special lesson dedicated to inter-religious tolerance concentrates solely on Muslim-Christian relations. There is no mention of the Jews.”<br/>PA 1 Page 61</p> <p>“The concept of peace with Israel is not to be found anywhere in the Palestinian textbooks. The peace process that is based on the Oslo Accords (and their formal culmination in the Declaration of Principles that was signed at the White House in 1993) is not mentioned. The agreements themselves are mentioned three times, in short passages, none of which mention peace. One of these passages talks of the Accords in a military context.”<br/>PA 1 Page 64</p> <p>“Tolerance is an important theme and is discussed mostly in the context of inter-religious relations. The emphasis is placed on Muslim-Christian relations and Jews are not specifically mentioned.”<br/>PA 3 Page 45</p> <p>“There is general reference to the idea of peace, but no specific reference to peace and co-existence with Israel based on the Oslo Agreements is to be found in the textbooks.”<br/>PA 3 Page 47</p> | <p>“The overall orientation of the curriculum is peaceful despite the harsh and violent realities on the ground. It does not openly incite against Israel and the Jews. It does not openly incite hatred and violence. Religious and political tolerance is emphasized in a good number of textbooks and in multiple contexts. Some textbooks devote whole units or lessons to talking about these values and encourage students to adopt them. Inter-religious tolerance towards the followers of the other monotheistic religions, traditionally referred to as “Ahl al-Kitab” (the People of the Book), is emphasized in the framework of the teachings of Islam. In principle, these calls apply to both Christians and Jews. However, the textbooks fail to extend these principles and concepts to include Jews and to the State of Israel. In addition, and although the curriculum provides the opportunity for students to recognize and respect beliefs and practices of “others,” the concept of the “other,” in most cases, is limited to Christians.”<br/>Page 5</p> <p>“The concepts of tolerance, social justice, respect and love for others are only some of the values promoted by Islam. Religious and political tolerance is emphasized in a good number of textbooks and in multiple situations and contexts. Some textbooks devote whole units or lessons to talking about these values and encourage students to adopt them. Inter-religious tolerance is emphasized in the framework of the teachings of the Koran and Hadith. It is based on Islam’s tolerance towards the followers of the other monotheistic religions, traditionally referred to as “Ahl al-Kitab” (the People of the Book). Theoretically speaking, these calls apply to both Christians and Jews. However, the textbooks are almost devoid of any references to Jews, either in historical or in modern-day contexts.</p> <p>Peace, as a universal and religious value, is</p> |

|  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|--|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | <p>emphasized in the Palestinian textbooks. Political peace in modern terms, however, is not reflected in the new textbooks. Although the textbooks make multiple references to official national, regional, and international documents and resolutions (Declaration of Independence, draft Constitution, Elections Law, the Central Bureau of Statistics, UN Resolutions, the International Declaration of Human Rights, etc.), few references are made to the Oslo Accords and to the Declaration of Principles (DOP) that ushered in the peace process between the Palestinians and the Israelis (National Education, Grade 6, p. 23). The “peace” dimension of the Accords and the DOP is not mentioned. No material is included that explicitly talks about peace between the Palestinians and the Israelis. According to a Position Paper issued by the MOE (2002), “peace is a political issue not a historical one, and consequently, it is dealt with as such.”</p> <ul style="list-style-type: none"> <li>• Several examples, both in print and in illustrative form, are found in the new textbooks that convey and reflect positive attitudes towards the principles of tolerance, diversity, freedom, justice and acceptance of pluralism within Palestinian society (Unit on Values, Tolerance, Freedom, Justice and Equity, National Education, Grade 6, pp. 64-82).</li> <li>• Peace and tolerance concepts: Peace and tolerance are presented as central values of Islam and other monotheistic religions. The text on the peaceful entry to Mecca is a reflection of this orientation.</li> <li>• Symbols of peace are included in both written and illustrative forms.</li> <li>• The general values of all three monotheistic religions that call for peace and tolerance are highlighted. No reference is made regarding tolerance towards Judaism in the present-day context.</li> <li>• There is emphasis on the need for inter-religious tolerance, primarily as it relates to Christian and Muslims.</li> </ul> |
|--|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|--|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | <ul style="list-style-type: none"> <li>• Tolerance is defined in a way that reflects its multifaceted nature (religious, political, social, etc).</li> <li>• Several educational/learning objectives aim at fostering positive attitude toward the followers of the other monotheistic traditions.</li> <li>• Christian religious education textbooks highlight the fact that Christianity (following Christ's teachings) calls for securing and safeguarding the principles of freedom and human dignity for all humans.</li> <li>• Sociopolitical tolerance is promoted in the framework of the Palestinian Declaration of Independence (confirming that all Palestinians are equal before the law and that citizens will not be discriminated against because of their religious or ethnic affiliation).</li> <li>• Some texts encourage students to adhere to the principles of tolerance and fairness in sports and other activities that involve competition.</li> <li>• There are references to the openness of Arab and Islamic civilizations, which are described as being based on the principles of monotheism, tolerance towards non-Muslims, inclusiveness, originality, and humanism.</li> <li>• There are references to just rulers, e.g., the need to have just caliphs (rulers).</li> <li>• Qur'anic verses that promote and encourage "forgiveness and justice" are abundant.</li> </ul> <p>The texts help develop principles of civil education by speaking of civil society with a focus on pluralism, democracy, and respect for opinion of others.</p> <ul style="list-style-type: none"> <li>• The books deal with discrimination and equality: references are made and excerpts taken from the Universal Declaration of Human Rights.</li> <li>• Excerpts from the Declaration of Independence emphasize "the development of national and cultural identity" in which there is justice, equality and non-discrimination for all, and religious and political beliefs are protected.</li> </ul> <p>It is emphasized that Palestinian national culture is based on tolerance and coexistence between religions across the</p> |
|--|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|--|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | <p>ages.</p> <ul style="list-style-type: none"> <li>• References to the “freedom of formation of political parties” draw on excerpts from the Elections Law.</li> <li>• Democracy, plurality and diversity are presented as pillars of democratic rule</li> </ul> <p>The books reject violence and call for non-violent resolution of societal conflicts.</p> <ul style="list-style-type: none"> <li>• Love of others and discouraging hatred and vindication, especially in the school context, are encouraged.”</li> </ul> <p>Pages 28-29</p> <p>“The overall orientation of the curriculum is peaceful despite the harsh and violent realities on the ground. It does not openly incite against Israel and the Jews. It does not incite hatred and violence. The curriculum promotes peace and tolerance within the Palestinian society but fails to extend these principles and concepts to include the Israelis.”</p> <p>Page 38</p> |
|--|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

## B

### Common Sources Quoted or Referred to

“The [Palestinian] National Council decided to create armed Palestinian battalions which were named “the Palestinian Liberation Army” for the liberation of Palestine and for the defence of the Palestinian revolution. The battalions of this army were stationed in Egypt, Syria, Iraq and Jordan. After the signing of the Oslo agreement between the PLO and Israel in September 1993 most forces of the Liberation Army entered Palestine.”

**National Education, Grade 6, p. 23**

PA 1 Page 64

“Unit 3: We and the Others

Goals of the Unit: ...

#### B. On the Practical Level

1. Writing down evidence from the divine books which call for tolerance and reject violence and reading that to the students.
2. Visiting the religious places of the various religions and getting to know their organizations and their cultural and social activities.”

#### C. On the Moral Level

1. Opposing fanaticism phenomena of any form.
2. Respecting tolerant positions towards the other.”

**National Education, Grade 6, pp. 64-65**

PA 1 Page 61

“Unit 3, Lesson 17

#### Tolerance

Let us look at the following picture [two clerics – a Muslim and a Christian -shaking hands] thoroughly

1. What do we see in the picture?
2. What does the hand-shaking of the Sheikh and the priest indicate?
3. What is the position of the Muslim and Christian religions regarding the relations among people?

Tolerance is the receptivity by an individual of the opinions of others and respect of their beliefs, ideas, customs and traditions, even if they do not coincide with his own ideas.

#### First

- A. Islam calls for tolerance and fraternity among human beings, and gives respect and freedom to [any] person whatever his religion, nation or color may be.

God has said: ‘We have honored the sons of Adam’ – Verse 70 of Surat al-Israa,  
‘There shall not be coercion in religion’ – Verse 256 of Surat al-Baqarah.\*

*\*Free translation from the Arabic text.*

- B. The life of the honored Messenger, Muhammed, is based on tolerance and love. A delegation of the Christians of Najran came to the Messenger in Medina and he entered his mosque after al-‘Asr [prayer]. The time for their [own] prayer came and the Messenger invited them to perform it, so they turned eastward and prayed.
- C. The course of our Arab Islamic history emphasizes the Muslims tolerance towards the others. One example for that is the attitude of Caliph ‘Umar Bin al-Khattab towards the Christians of Jerusalem at the time of its conquest. He granted them security for their lives, property and churches and ordered to treat them well
- D. Saladin’s attitude towards the invading Crusaders after their defeat at Hittin was recorded by history. He showed a great degree of noble manners and magnanimity and forgave them all: commanders and soldiers, men, women and children. He granted the Christians the freedom of pilgrimage to Jerusalem without demanding from them any payment.
- E. The Palestinian Independence Declaration has confirmed that the Palestinians are equal before the law and judgement and it does not discriminate between them because of religion or sect, or sex, or color, or political opinion.

#### Second

Christianity calls for safeguarding human dignity and freedom and calls for tolerance, love, peace and harmony among [all] humans, as Lord Christ said: ‘treat your enemies well’.\*

*\*Free translation from the Arabic text.*

#### Third

Tolerance is not restricted to the relations between followers of [different] religions, but rather expands to include the numerous [types of] relations between human beings [in general] such as tolerance among members of competing sports teams – the spirit of sportsmanship should overwhelm all – both winners and losers, as well as tolerance between the national [political] parties that differ in their views, for they agree on one goal which is serving the homeland and the citizens.

I will test myself:

1. What is the attitude of the Muslim religion towards followers of the other monotheistic religions?
2. I will mention some of the episodes in our Islamic history that indicate tolerance and mercy.
3. I will answer by 'yes' or 'no':
  - a. Tolerance leads to prosperity and progress of society
  - b. Fanaticism leads to disputes among the members of the society
  - c. Tolerance is [one] of the values advocated by the monotheistic religions."

**National Education, Grade 6, pp. 70-72**

PA 1 Pages 61-63

## **C**

**Sources Referred to by IPCRI, but not quoted by CMIP**

National Education, Grade 6, pp. 66-69

National Education, Grade 6, pp. 73-82

## **D**

**Relevant Sources quoted by CMIP, but not referred to by IPCRI**

"Unit 1: The Arabs before Islam

Goals of the Unit:

4. Acceptance of members of the monotheistic religions."

**History of the Arabs and Muslims, Grade 6, p.2-3**

PA 1 Page 61

"Unit 2: The Emergence of Islam

Goals of the Unit:...

- "4. Respecting the People of the Book in their religion, property and ceremonies."

**History of the Arabs and Muslims, Grade 6, pp. 24-25**

PA 1 Page 61

"We should respect all religions of [all] people, as well as their customs and traditions, even if their colors are different..."

[Questions:]

3. How do we respect others who are different from us?"

*[Picture of boy standing in front of a church and picture of a boy standing barefooted on a prayer rug in front of a mosque]*

Activity 1: We do the same thing in different ways

Let us compare between two parallel pictures and write in the blank space:"

**Civic Education, Grade 3, Part 1, p. 23**

PA 3 Page 45

"The Messenger [i.e., Muhammad] ordered us to respect others, be they ... Muslims or non-Muslims... We treat all people politely and respectfully, be they ... Muslims or non-Muslims."

**Islamic Education, Grade 3, Part 1, p. 67**

PA 3 Page 46

“As regards the relations between the Muslims and other, non-Muslim, citizens, Islam establishes them upon the solid foundations of tolerance, justice, kindness and compassion...

“Also, the Qur’an has forbidden [the Muslims] to argue with the People of the Book [mainly Jews and Christians who have divine books of their own], except in a friendly manner, and has allowed [the Muslims] to marry their women and eat what they slaughter. It has guaranteed them the following rights:

- Protection against any oppression and aggression. Islam forbids oppression and aggression...
- Guarantee of their religious freedom...

“As regards the relations between the Muslim society and other societies – these are based on respecting the treaties that are signed with them and on dialogue, exchange of benefits and positive cooperation...

“The Qur’an declares that mankind was created from one soul and that God has made peoples and tribes so that they get to know, and enter into relations with, one another...

“Even in a state of war Islam prohibits the killing of children, elderly people and women and it guarantees the right of the injured to medical care and the right of the prisoner-of-war to good treatment. It further prohibits mutilation of corpses and does not permit the cutting down of trees or the destruction of fields and livestock...

**“Activity:**

Write a story proving Islam’s tolerance and justice towards non-Muslims within the Muslim society or towards other [non-Muslim] societies...

“4.I will explain the two rights guaranteed by Islam to non-Muslims within Muslim society.

7.I will describe the relations between Muslim society and other societies.

8.I will mention some forms of aggression forbidden by Islam during war.”

**Islamic Education, Grade 8, Part 2, pp. 88-90**

PA 3 Page 46

“The reason for this decrease [in the percentage of Palestinians living in the diaspora in 1998, compared to 1980] may have stemmed from the Iraqi-Iranian war in 1980, the Gulf War in 1991, the signing of the Declaration of Principles agreement between the PLO and the government of Israel on September 13, 1993 in Washington and the return of a number of Palestinians from the diaspora to the homeland.”

**The Palestinian Society – Demographic Education, Grade 11, P. 22**

PA 1 Page 64

“Following the Declaration of Principles agreement that was signed in Washington between Israel and the PLO on September 13, 1993, several Palestinian plans for economic and social development were proposed for the Palestinian arena in the West Bank and the Gaza Strip.”

**The Palestinian Society – Demographic Education, Grade 11, p. 131**

PA 1 Page 64

“Relying on the evident support for the *Intifadah* [The Palestinian uprising of 1987] the Palestinian National Council, at its nineteenth session that was convened in Algiers in November 1988, offered a peace initiative, based on the [UN] resolution 181, known as the Partition Resolution. It had been adopted by the United Nations General Assembly on November 29<sup>th</sup> 1947 and provided for the establishment of an independent Palestinian state.” *[The said resolution provided for the establishment of two independent states, one Jewish and one Arab].*

**Reading and Texts, Grade 8, Part 1,** (“The Declaration of Independence of the State of Palestine”) **p. 74**

PA 3 Page 47

“Since the State of Palestine declares that it is a peace-loving state and is bound by the principles of peaceful co-existence, it will work with all states and peoples for the realization of a lasting peace based on justice and on the respect for rights...”

“In the course of its struggle for the establishment of peace in the land of peace and love, the State of Palestine urges the United Nations... and urges the world’s peoples and states that love peace and freedom to help it achieve its goals...”

“[The State of Palestine] declares in this respect that it believes in resolving

international and regional problems by peaceful means, in accordance with the Charter of the United Nations and its resolutions, and that it rejects threats of force, violence and terror...”

**Reading and Texts, Grade 8, Part 1, p. 73**

PA 3 Pages 47-48

“8. I will describe the lasting peace which the State of Palestine strives to achieve.

9. Whom does the State of Palestine urge [to help it] for the sake of establishing peace in the land of love and peace?

10. I will explain what the State of Palestine believes in, and what it rejects, in resolving international and regional problems.

**Reading and Texts, Grade 8, Part 1, (Questions) p. 76**

PA 3 Page 48

“As for the [Christian] believers [in Palestinian society]... they strive, [together] with all [others] to seek a just peace in our country, so that everyone would live in tranquility and prosperity.”

**Christian Education, Grade 8, p. 109**

PA 3 Page 48

## **E**

### **Observations on IPCRI Report by CMIP**

IPCRI treats the failure of the textbooks “to extend these principles and concepts [peace and religious and political tolerance] to include Jews and the State of Israel” (pages 5 and 38), or the lack of material “that explicitly talks about peace between the Palestinians and the Israelis” (page 28) as if they were nothing more than (regrettable?) omissions. But this is to isolate them from the context of the textbooks as a whole and to ignore the effect of these “omissions” on schoolchildren within such context.

In the same way IPCRI states that the curriculum “does not openly incite against Israel and the Jews. It does not openly incite hatred and violence” (pages 8 and 13). Such a statement, if it can be considered as in any way correct, can only be so in the trivial sense that there is no express call, in as many words, to hate Israel and the Jews, to go forth to fight them and drive them into the sea. This, however, is to indulge in sophistry, while refraining from considering whether the lack of such express call is an indication that it is unnecessary, because to the schoolchild the message is clear.

In both these matters IPCRI has totally ignored the effect on schoolchildren of the denial of the legitimacy of Israel and of the rights of the Jews/Israelis to any part of historical Palestine<sup>6</sup>, the perception of them as invaders<sup>7</sup>, usurpers<sup>8</sup> and oppressors<sup>9</sup>, combined with the glorification of Jihad, martyrdom and the fedaiin<sup>10</sup> in the context of defending and regaining it.

Interestingly enough, in another context, that of the Palestinian Declaration of Independence (pages 16-17, 39), IPCRI itself is willing to treat the arguable implications of certain statements in the Declaration as if they were an express recognition of the State of Israel and a denunciation of terrorism. Yet if, as IPCRI contends, the Palestinian Declaration of Independence, which does not even mention Israel, “highlights the recognition by the Palestinian people (represented by the PLO) of the State of Israel...”, then surely by the same token the textbooks do incite against Israel and the Jews and do incite to violence.

---

<sup>6</sup> National Education, Grade 7, p. 22 (PA 1 Page 14)

<sup>7</sup> IPCRI p. 33

<sup>8</sup> e.g. Our Beautiful Language, Grade 6, Pt. 1, p. 112 (PA 1 Page 46) and IPCRI pp. 7, 30

<sup>9</sup> See PA 1 Pages 24-25, PA 3 Pages 28-40

<sup>10</sup> See PA 1 Pages 66-69, 74-77, PA 2 Page 14, PA 3 Pages 49-56

## CIVIL SOCIETY

A

| CMIP           | IPCRI                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|----------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Finding</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|                | <p>“Although many concepts, principles and skills that relate to civil society and democracy figure prominently in the new Palestinian textbooks (human rights, freedom of speech, the justice system, pluralism, the role of central and local government, the legislative council, elections, voluntary work, teamwork, fair resolution and fair competition, a sense of right and wrong, respect for law, and accepting responsibility), other essential ones are lacking. These include ethical and moral judgment, community understanding, independence of thought, genuine understanding and respect for differences, information management, and taking action.</p> <p>Also prominent in the new curriculum are attempts to enhance students’ social interaction and communication skills such as enquiry and communication, participation and responsible action, active listening, decision-making, problem solving and conflict resolution. These concepts, principles and skills are introduced as they relate to the national and local levels and do not clearly or adequately reflect regional and global dimensions. In addition, the curriculum fails, in crucial instances, to make the connection between local, regional and global concerns, especially as it relates to environmental awareness, community involvement, and global social and moral responsibility.”</p> <p>Pages 5-6</p> <p>“Great efforts are made to provide students with information, skills and values that relate to active citizenship. One of the major aims of the materials is to develop students’ awareness of the need to adopt the principles of civil society.</p> <p>The concepts and principles of human rights, the justice system, diversity and respect of others, mutual respect and understanding, the role of central and local government, the legislative council, elections, voluntary work,</p> |

|  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|--|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | <p>fair resolution and fair competition, all figure prominently in the new Palestinian textbooks. Also prominent are attempts to enhance students' social interaction and communication skills such as enquiry and communication, participation and responsible action, active listening, decision-making, problem solving and conflict resolution.</p> <p>References are made and excerpts are taken from the Declaration of Independence, draft Palestinian Constitution, and Elections Law.</p> <p>Excerpts from the Declaration of Independence are selected that emphasize "the development of national and cultural identity that promotes equality for all, protection of religious and political beliefs, social justice, non-discrimination, tolerance, coexistence between religions."</p> <p>The 6<sup>th</sup> Grade Civic Education textbook highlights the role of civil institutions in people's lives, the role of the individual in society, and the role of the family as an agent of socialization. It aims at enhancing the spirit of citizenship, focusing on the importance of becoming aware of responsibilities and rights, and the practice and implementation of democratic values as a way of life.</p> <p>The societal goal of protecting the environment and conserving water is addressed throughout the curriculum.</p> <p>Subject matter content, activities and extracurricular projects promote knowledge, skills and values associated with civil society. These include: respect and concern for others, respect for laws and rules, a sense of right and wrong, accepting responsibility for one's own action, independence of thought and the ability to think critically, understanding of and respect for differences.</p> <p>The materials also promote some citizenship competencies such as teamwork, ethical judgment, and</p> |
|--|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|  |                                                                                                                                        |
|--|----------------------------------------------------------------------------------------------------------------------------------------|
|  | <p>community understanding.<br/>Materials highlight and promote non-violence and dialogue as desirable practices.”<br/>Pages 29-30</p> |
|--|----------------------------------------------------------------------------------------------------------------------------------------|

**C**

**Sources Referred to by IPCRI, but not quoted by CMIP**

Civic Education, Grade 6

## THE OTHER (ISRAEL, ISRAELIS, JEWS, JUDAISM, ZIONISM)

### ISRAEL

#### A

| CMIP                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | IPCRI                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Finding</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <p>“The term “Palestine” in the Palestinian textbooks refers to the whole area stretching between the Jordan River and the Mediterranean Sea, including the territories of the State of Israel. In [a] chart enumerating the inhabitants of this area today, one finds Israel’s Arab population and even the Palestinians living abroad, but not the 5.5 million Jewish inhabitants.”<br/>PA 1 Page 15</p> <p>“The term “the interior” [al-dakhel] is commonly used by the Palestinians to denote the territory of the State of Israel without having to name it as such. The expression “the Palestinians of the interior” refers to the Arab citizens of Israel. The only mention of the Jewish population in the region is to explain its increase as a result of immigration, ignoring natural growth.”<br/>PA 1 Page 15</p> <p>“The actual presence of more than five million adherents of the Jewish religion in the country, where they form the majority of the population, is ignored.”<br/>PA 3 Page 10</p> <p>“Israel’s image in the Palestinian textbooks is wholly negative. Israel alone is responsible for the results of the 1948 war. Israel is presented not as a legitimate neighbor who has its own legitimate rights and interests, but rather as an evil power whose policies and actions are all directed against Palestinian survival and well-being. The contribution of the Palestinians themselves to the conflict is ignored.</p> <p><b>Expulsion and Extermination</b><br/>The war of 1948, which was started by the Arab side, and its tragic results for the</p> | <p>“Israel, as a sovereign state (political and geographic entity), is not clearly or adequately represented in the textbooks. Israel is referred to indirectly using different terms such as “the Land of the 1948”, “the Interior”, etc. In some contexts, Jews, in historical and modern-day contexts (occupation, Zionism, settlers) are negatively represented in Palestinian textbooks.</p> <p>References to the “other/Israel/Israelis” are also presented in excerpts from the modern Palestinian literature. Most references reflect pain, suffering and bitterness experienced by Palestinians as a result of the ongoing Israeli-Arab conflict. In several instances, the State of Israel is presented as a usurper, an occupation force and a foreign occupier of Palestine. Israel is blamed for the suffering of the Palestinian people.”<br/>Pages 7-8</p> <p>“Several of the references to Israel and the Jews (in recent and modern times) come in the form of excerpts from official documents and encyclopedias (Encyclopedia of Jews, Judaism and Zionism, Balfour Declaration, proceedings of the Islamic Organization for Education, Sciences and Culture).</p> <p>References to the “other/Israel/Israelis” are presented in excerpts from the modern Palestinian literature. Most references reflect pain, suffering and bitterness experienced by Palestinians as a result of the ongoing Israeli-Arab conflict. In several instances, the State of Israel is presented as a usurper, an occupation force and a foreign occupier of Palestine. Israel is blamed for the Nakbah (catastrophe) of the Palestinian</p> |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Palestinians, are depicted as a predetermined operation by the Jews, with the aim of occupying the land and exterminating and expelling the Palestinians. Such motives are attributed to Israel today as well, as inferred from the last quote in this section [Civic Education, Grade 7, p.44].”<br/>PA 1 Page 24</p> <p><b>“Destruction of Villages</b><br/>The 1948 war bore devastating results for the Palestinians. The mass exodus of Palestinians and the inpouring of hundreds of thousands of Jewish refugees from the Arab states and from post-war Europe have transformed the characteristics of the land. The newcomers settled in or near the deserted Arab houses. Again, this development is depicted in the Palestinian textbooks as a predetermined operation on the part of Israel.”<br/>PA 1 Page 25</p> <p><b>“Robbery of Lands and Water</b><br/>There is no reference in the textbooks to international and bilateral treaties and accords which have determined the allocation of land and water by mutual agreement between Israel and the Palestinians. Examples of these are: the Israeli-Palestinian Interim Agreement on the West Bank and the Gaza Strip, 1995, Article XI; Appendix I Article 40, and the Israel-Jordan Peace Treaty 1994, Annex II.”<br/>PA 1 Page 28</p> <p><b>“Demolition and Uprooting</b><br/>The political and moral dilemmas accompanying the violent confrontation between Israel and the Palestinians over land, are not addressed. The case of the other side is not presented. Stereotypes, instilling resentment, are presented to young children of six and seven years old.”<br/>PA 1 Page 29</p> <p><b>“Loss and Pain</b><br/>The present conflict with all its entailed suffering to both parties is presented in a</p> | <p>people (National Education, Grade 6, p. 16). Timetables in the National Education and History of the Middle Ages, Grade 7 textbooks talk about the establishment of the State of Israel on Palestinian land (pp. 3 and 105).</p> <ul style="list-style-type: none"> <li>• Some textbooks posit that Israel’s policies, since its establishment, have resulted in the misery of the Palestinian people, the expulsion of the Palestinian population during the 1947-48 War, the destruction of some border-line villages, the creation of the refugee problem, the exploitation of the region’s natural resources, the demolition of houses and uprooting of trees, restriction of movement, discrimination against the Palestinian population, especially in East Jerusalem, undermining Palestinian national, political and cultural identity, restricting access of worshippers to holy sites, the negative impact of occupation and military measures and restrictions on the Palestinian economy, ecological and environmental problems and the dismemberment of the geographic and demographic unity of the Palestinian territories (National Education, Grade 7, pp. 54-57, 78-81; National Education, Grade 6, p. 60).</li> <li>• Some of the instances refer to historical Palestine prior to the 1948 War; others refer to the territories occupied in the 1967 War. In most presentations, Israel is implicitly referred to in different terms such as “Land inside the Green Line,” “the Land of 1948,” “the interior”).</li> <li>• Many cities and sites (inhabited by Arabs) in Israel proper are mentioned in reference to “Historical Palestine.” These references are made in the contexts of talking about the geography and topography of historical Palestine. Examples include references in the National Education, Grade 6 (pp. 9, 11, 14), Civic Education Grade 7, (p. 21), Geography of Palestine, Grade 7 (pp. 8-10, 19, 23, 28-29, 46, 55, 56, 65, 76-77, 80), Arabic Language: Our Beautiful Language, Grade 6, part 1 (pp. 44, 64, 120), National Education, Grade 7 (pp. 19, 47, 55, 75),</li> </ul> |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>one-sided manner. There is a clear dichotomy in the Palestinian textbooks between the suffering Palestinian and the Israeli who is always the one that inflicts suffering.”<br/>PA 1 Page 31</p> <p><b>“Restrictions and Discrimination</b><br/>Security measures resulting from the conflict and sometimes even legal measures applicable to all Israeli citizens, such as building restrictions, are depicted as anti-Palestinian policies.”<br/>PA 1 Page 33</p> <p><b>“Obliteration of National Identity</b><br/>Israel is accused of attempting to obliterate the national identity of the Palestinians in various ways.”<br/>PA 1 Page 34</p> <p><b>“Crippling the Palestinian Economy</b><br/>The main reasons given for the crippled Palestinian economy are closure of Palestinian territory and the Israeli objective of controlling the Palestinian economy. By contrast, the Comprehensive Plan for the Development of the First Palestinian Curriculum for General Education published by the PNA in 1996, evokes “the positive contribution of the Israeli agriculture and industry ...to the Palestinian agriculture and industry” (p. 626).”<br/>PA 1 Page 36</p> <p><b>“Responsibility for Social and Ecological Ills</b><br/>Israel is accused of being responsible for social and ecological ill, including the status of women within the Palestinian-run territories.”<br/>PA 1 Page 38</p> <p><b>“Dismembering the Unity of the West Bank”</b><br/>PA 1 Page 40</p> <p><b>“Israel is a Usurper and a Foreign Occupier of Palestine”</b><br/>PA 1 Page 46</p> | <p>General Science, Grade 1, Part 2, pp. 5, 7), National Education, Grade 2, Part 1 (p. 22) and Part 2.</p> <ul style="list-style-type: none"> <li>• Restrictions imposed by the Israel government on Arab tourist agencies are highlighted (National Education, Grade 7, pp. 78-81).</li> <li>• Zionism and Israel are sometimes used interchangeably.</li> <li>• Israel, as a sovereign state, is not presented in the textbooks except with reference to the Oslo Accords and the ensuing treaties and agreements.”<br/>Pages 30-31</li> </ul> <p>“It is true that the curriculum is very nationalistic in its attempt to set the ground for the future Palestinian state and to establish and reaffirm the Palestinian national identity. Education, after all, is not and has never been neutral. It is an instrument to promote a nation’s national and social agenda. The Palestinian narrative, one has to acknowledge, has short-term as well as long-term bearings on the political questions and the political agenda of the different parties of the region. These are legitimate aims and are not to be construed as denying others, particularly Israelis, the right to a secure and peaceful existence.”<br/>Page 37</p> <p>“In addition, the historical timelines in several textbooks show a continuous Arab presence in the region. This does not necessarily constitute a challenge to Israel’s biblical and modern claims of presence in the region. For an honest, complete and accurate representation of the multi-ethnic and multi-religious culture of the region, non-Arab and non-Muslim presence and history should be included.</p> <p>In the context of the modern history of Palestine and the region, the textbooks do not adequately represent the other side’s point of view on several unresolved or final-status issues (Jerusalem, water, borders, refugees, settlements). ”<br/>Page 38</p> |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

**“Substitute Names for Israel**

The “Green Line” describes the pre-1967 war demarcation line between Israel and the territories of the West Bank and the Gaza Strip which were then under Jordanian and Egyptian control, respectively. It was usually drawn in green whence it got its name. Both this term and the equivalent term “the lands of 1948” [aradi 1948], as well as the term “the interior” ... are used as euphemisms for “Israeli territory”.

PA 1 Page 46

**“Israeli Regions, Cities and Sites are Presented as Palestinian”**

PA 1 Page 49

“Also, four Israeli cities – Haifa, Acre, Safed and Jaffa, an archeological site – Caesarea, a mountain – Jermaq [Meiron], and the Negev region are presented as Palestinian.”

PA 2 Page 6

**“Zionism**

Zionism, the Jewish national movement in modern times, is referred to in the textbooks several times, almost always in a negative context. The sole exception is the [a] quote which just mentions it, with no further elaboration”

PA 1 Page 22

**“Zionism**

The Jewish national movement is hardly discussed, but the two references to it in the books are negative.”

PA 3 Page 15

“Israel as a sovereign state does not exist in any of the Palestinian schoolbooks published so far by the Palestinian Authority, including the books that were examined for the purpose of the present survey and an atlas issued in the West Bank and in use in Palestinian schools. ... Cities and geographical sites in Israel within the pre-1967 borders are presented as Palestinian. Palestine is, however, depicted

as an independent state.”

PA 3 Page 16

“Israel's image in the Palestinian textbooks is wholly negative. Israel's establishment caused a catastrophe; Israel is an aggressive state; Israelis shoot civilians, demolish houses, "kill" cities and villages by expulsion and destruction, seize Palestinian land for the establishment of Jewish settlements and cause economic distress and environmental pollution and even bring about family violence among the Palestinians.

#### Israel's Establishment

Israel's establishment is depicted as a catastrophe (Nakbah in Arabic) that has brought upon the Palestinians occupation, exile and suffering. None of the textbooks mentions the fact that these calamities came upon the Palestinians as a result of a war that they themselves and the neighboring Arab states had initiated, in defiance of a UN resolution and in order to prevent the establishment of an independent Jewish state.”

PA 3 Page 28

#### “A Demonizing General Picture”

PA 3 Page 29

#### “The Israeli Occupation

This is a major theme in the Palestinian textbooks. Most of the material quoted here appears to refer to the Israeli occupation of the West Bank and Gaza (June 1967). There are some passages that refer to the territory of pre-1967 Israel as well.”

PA 3 Page 30

#### “Israeli Aggression”

PA 3 Page 36

#### “Shooting Civilians”

PA 3 Page 36

#### “Inspiring Social Violence”

PA 3 Page 37

#### “House Demolitions”

|                                        |  |
|----------------------------------------|--|
| PA 3 Page 37                           |  |
| <u>“"Killing" Cities and Villages”</u> |  |
| PA 3 Page 38                           |  |
| <u>“Land Seizure”</u>                  |  |
| PA 3 Page 40                           |  |
| <u>“Causing Economic Distress”</u>     |  |
| PA 3 Page 40                           |  |
| <u>Pollution and Deforestation</u>     |  |
| PA 3 Page 40                           |  |

## B

### Common Sources Quoted or Referred to

“The Establishment of the State of Israel on a Palestinian land [1948].”

*[Excerpt from a historical table]*

**History of the Middle Ages, Grade 7, p. 105**

**National Education, Grade 7, p. 3**

PA 1 Page 46

“Israel followed a new policy in occupying the Palestinian lands – the establishment of agricultural, industrial and residential settlements.”

**National Education, Grade 6, p. 16**

PA 1 Page 25

“The Israeli occupation destroyed most of the Palestinian villages and cities, expelled the Palestinian inhabitants and forced them to leave their lands and villages.”

**National Education, Grade 6, p. 16**

PA 1 Page 26

“Let us recount the names of some of the Palestinian villages that the Israelis have destroyed, removed their marks and established settlements and residential concentrations on their land.”

**National Education, Grade 7, p. 54**

PA 1 Page 25

“As a result of the Arab-Israeli war in 1948, 479 Palestinian villages out of 807 came under Israeli occupation. Of these villages, over 370 were destroyed between the years 1948-1950... Some of the Palestinian villages were destroyed and [Jewish] settlements were established on them. [There are] villages that were not completely destroyed and Jewish families settled there after they had been totally emptied of their original inhabitants. In some villages that were destroyed some contours of the old houses are still visible after the expulsion of their inhabitants”.

**National Education, Grade 7, p. 55**

PA 1 Page 25

“As the result of the Arab-Israeli war in 1948, 479 Palestinian villages out of 807 villages came under Israeli occupation.”

**National Education, Grade 7, p. 55**

PA 1 Page 46

“Mention the names of Palestinian villages whose inhabitants were expelled or that were destroyed by the Israelis.”

**National Education, Grade 7, p. 56**

PA 1 Page 25

“I will copy to my copybook and answer by ‘yes’ or ‘no’:

Among the Palestinian villages that were destroyed and have become part of the Jewish residential areas are the village of Deir Yassin – Jerusalem district, and the villages of Salamah and al-Khayriyyah – Jaffa district...

“Let us collect information about... some of the Palestinian villages and places that the Israelis have destroyed.”

**National Education, Grade 7, p. 57**

PA 1 Page 25

“The main problem that is faced by the Palestinian tourism sector is the obstacles raised by the occupation authorities against Palestinian tourism, i.e., the Palestinian tourist vehicles, by preventing them from entering Jerusalem and other areas, and the negative publicity spread by the Israelis among tourists regarding the Palestinian tourist areas, such as the absence of security [there] and the poor services extended to tourists.

[Questions:]

Let us mention the obstacles raised by Israel against the Palestinian tourist vehicles.

Let us mention the elements of the negative publicity spread by the Israelis regarding Palestinian tourism.”

**National Education, Grade 7, p. 78**

PA 1 Page 37

“Palestinian tourism faces problems like:

Obstacles caused by the occupation [authorities], such as:

- Not granting permits for the construction of new hotels or the expansion of existing hotels in Jerusalem.
- Not granting permits for construction of new hotels in Jerusalem.
- Putting obstacles before the Palestinian tourist vehicles in order to prevent them from entering Jerusalem, which is considered a world tourist center.
- The negative publicity to which the foreign tourist is exposed regarding tourist areas, such as the absence of security and poor services.
- Israeli competition with Palestinian tourism industry.
- The discrimination exercised by the Israeli authorities against Palestinian tourist organizations, for they are not permitted to enter Israeli airports and receive tourist groups or enter touristic sites under [Israeli] control.

[Questions:]

- Name the obstacles placed by the occupation [authorities] in the face of the Palestinian tourism industry.
- Mention the discrimination exercised against Palestinian tourism organizations, in comparison with their Israeli counterparts.

- Copy to your copybook and answer by “yes” or “no”: The Israeli occupation of Jerusalem and parts of the West Bank and Gaza brought about a deterioration of the Palestinian tourism industry.”

**National Education, Grade 7, pp. 78-79**

PA 1 Pages 37-38

“The Israeli occupation of Jerusalem and the rest of the [West] Bank and the [Gaza] Strip in 1967 brought about a deterioration in the tourism sector because of the high taxes imposed by Israel upon the Palestinian touristic movement, the recurring closures, and the existence of a large number of the main religious and touristic sites, especially in Jerusalem, under Israeli control.”

**National Education, Grade 7, p. 81**

PA 1 Page 38

“Historical Palestine is divided into four natural parts:

1. The coastal plain region... on the shores of which the cities of Acre, Haifa, Jaffa... are located.
2. The mountainous region which includes the Galilee mountains... where the cities of Nazareth... are located.
3. The Jordan Valley region which is traversed by the Jordan river from its sources in Mount Hermon through the Sea of Galilee... Its main cities [are]: Beit Shean...
4. The Negev Heights which constitute half of the terrain of natural Palestine... Its main cities [are]: Beer Sheba...”

**National Education, Grade 6, p. 9**

PA 1 Page 49

“The Inhabitants of Palestine on 1.2.1999

|                                      |           |       |
|--------------------------------------|-----------|-------|
| 1. The West Bank                     | 1,973,000 | }     |
| 2. Gaza                              | 1,113,000 | } 36% |
| 3. The Palestinians of the Interior* | 1,094,000 | 13%   |
| 4. The Palestinians of the Diaspora  | 4,419,000 | 51%   |
| Total:                               | 8,598,000 | 100%  |

*“\*The term “the interior” [al-dakhel] is commonly used by the Palestinians to denote the territory of the State of Israel without having to name it as such. The expression “the Palestinians of the interior” refers to the Arab citizens of Israel.”*

**National Education, Grade 6, p. 11**

PA 1 Page 15

“Let us draw a map of historical Palestine and indicate on it the following geographic objects:

1. The main coastal cities
2. The main mountainous cities
3. The main cities in the Jordan Valley region
4. The rivers and lakes: the Jordan River, Sea of Galilee, the Dead Sea.”

**National Education, Grade 6, p. 11**

PA 1 Page 53

“Let us fill in the following chart:

Palestinian City Holy Places ...

Nazareth ...”

**National Education, Grade 6, p. 14**

PA 1 Page 54

“As far as the geography of Palestine is concerned, we find that it is characterized by geographic and climatic diversity. Within it [one could find] the depression areas, as in the Jordan Valley of Jericho, the mountainous [areas], as in the mountains of the West Bank, the desert [areas] as in the Negev, and the coastal [areas], as in the coastal strip stretching from Rafah to Ras al-Naqura.”

**Civic Education, Grade 7, p. 21**

PA 1 Page 50

“Lesson 3: Surface Phenomena in Palestine:

1. The coastal plains: They stretch parallel to the coast of the Mediterranean Sea between Ras al-Naqura in the north and Rafah in the south...
2. The mountainous heights: They stretch from the extreme north of Palestine to the Negev in the south... They are divided into two main parts, as follows:
  - a. Galilee mountains in the north...
  - b. The central mountainous ridge: It stretches from Marj Ibn Amer [Jezreel Valley] in the north to the region of Beer Sheba in the south.
3. The Jordan Valley: It stretches from the Hula Valley in the north to the ‘Araba *Wadi* in the south.
4. The Negev: The Negev region constitutes about half of the area of Palestine...”

**Geography of Palestine, Grade 7, pp. 8-10**

PA 1 Pages 49-50

“I will compare between the city of Haifa and the city of Jericho regarding rain quantities and temperature.”

**Geography of Palestine, Grade 7, p. 19**

PA 1 Page 54

“First - The Most Important Rivers

- a. The Jordan River. It flows into the Dead Sea and its length is 370 km.
- b. The ‘Awja River... It is the second [largest] river of Palestine. Its length is 26 km., and it flows into the Mediterranean Sea north of Jaffa.
- c. The al-Muqatta’ River, which is the third [largest] river of Palestine. Its length is 16 km., and it flows [into the Mediterranean] north of Haifa.
- d. The Zarqa River, which is [also] known as the Crocodile River [*Timsah*]. It flows into the Mediterranean Sea north of Caesarea.

Second - The Most Important *Wadis*

- a. ... [A wadi in the West Bank]
- b. The Gaza Wadi which descends from Hebron Mountains past Beer Sheba and flows into the Mediterranean Sea south of the city of Gaza.
- c. The Qurn Wadi which is found in northern Palestine and its waters descend from the northern heights in Palestine. It flows into the Mediterranean Sea near the village of al-Zib north of the city of Acre.”

**Geography of Palestine, Grade 7, p. 23**

PA 1 Page 50

“First - Flora of the Main Regions

- a. Flora region of the Mediterranean: This region includes the Palestinian mountains which stretch from Galilee Mountains in the north to Hebron Mountains in the south. It also includes the region of the Palestinian coastal plains along the Mediterranean...
- b. The desert flora region: It includes most of the lands of the central and southern Negev, as well as the desert next to Jerusalem and Hebron...

#### Second – Flora of the Marginal Regions

- a. The region of the semi-arid flora: It includes the lands in the northern Negev surrounding Beer Sheba...
- b. The region of the Jordan Valley flora: It includes a narrow strip in the Palestinian Jordan Valley stretching from the Hula [Valley] to Umm al-Rashrash [Eilat] on the Gulf of Aqaba..."

#### **Geography of Palestine, Grade 7, pp. 28-29**

PA 1 Pages 50-51

#### "Lesson 16: Agricultural Yields in Palestine

- a. Yields of the coastal region... in the areas of Acre, Haifa, Jaffa, Tulkarm, Qalqilya and Gaza.
- b. Yields of the mountainous regions... in the areas of Galilee, Jenin, Nablus, Jerusalem and Hebron.
- c. Yields of the Jordan Valley... in the areas of Beisan [Beit Shean], Tiberias and Jericho."

#### **Geography of Palestine, Grade 7, p. 46**

PA 1 Page 51

*"[Map of the whole of Palestine between the River Jordan and the Mediterranean Sea, entitled "The Mineral Wealth of Palestine"]*

Map no. 10 shows us a group of minerals of which the most important [ones] are the following:

1. A group of mineral salts is found in the waters of the Dead Sea.
2. Construction stones are found in the Galilee and Carmel mountains and in the mountains of NablusJerusalem, Hebron and the Negev.
3. Phosphate is found in the areas of the central Negev.
4. Glass sand and quartz are found in the north-western Negev.
5. Dry clay is found in the form of layers in central and northern Palestine.
6. Limestone is found in most of the mountainous regions in Palestine.
7. Oil rocks and asphalt are found around the dead sea and in the area of al-Nabi Musa.
8. Copper and manganese are found in southern Palestine.
9. Oil and gas are found in the regions of the southern coastal plains and [off] the shores of Gaza"

#### **Geography of Palestine, Grade 7, p. 55**

PA 1 Pages 51-52

*"[Map of Palestine between the River Jordan and the sea, headed]  
"The mineral wealth of Palestine"."*

#### **Geography of Palestine, Grade 7, p. 55**

PA 1 Page 52

"Activity 1: I will draw the map of Palestine and then I will mark on it the places where potassium, phosphate and construction stones are found."

#### **Geography of Palestine, Grade 7, p. 56**

PA 1 Page 52

“I will test myself:

1. I will determine the most important industrial centers in Palestine.
2. Why is the oil refining industry concentrated in the city of Haifa?

**Geography of Palestine, Grade 7, p. 65**

PA 1 Pages 52-53

“Jerusalem is connected... with all the cities of Palestine, such as Nazareth, Safed, Haifa, Nablus, Jaffa, Ramle, Hebron, Beer Sheba, Gaza, Jericho and Beisan [Beit Shean].”

**Geography of Palestine, Grade 7, pp. 76-77**

PA 1 Page 53

“Beer Sheba: It is located in southern Palestine and considered to be the key to the Negev and its main center.”

**Geography of Palestine, Grade 7, p. 80**

PA 1 Page 53

“Let us express in a descriptive and correct manner the religious position of one of the following Palestinian cities: ... Nazareth...”

**Our Beautiful Language, Grade 6, Pt. 1, p. 44**

PA 1 Page 54

“Among the famous rocks in southern Palestine are the rocks of Beer Sheba and the Negev.”

**Our Beautiful Language, Grade 6, Pt. 1, p. 64**

PA 1 Page 52

“Jaffa is a harbor and a city in Palestine [on the shores of] the Mediterranean. The Maccabeans and the Seleucids exchanged [authority over] it.”

**Our Beautiful Language, Grade 6, Pt. 1, p. 120**

PA 1 Pages 13 and 54

“The fields of the popular Palestinian heritage could be categorized within three types:

1 – the material heritage, 2 – the literary heritage, 3 – the artistic heritage

1. The Material heritage

a. The structural objects...

1) [City] walls, like the wall of Jerusalem and the wall of Acre.”

**National Education, Grade 7, p. 47**

PA 1 Page 54

“In some other Palestinian villages and cities restrictions have been imposed upon the inhabitants and they have been prevented from building, like Jaffa, Lydda, Ramle, Acre and the villages of Galilee, the Triangle and the Negev.”

**National Education, Grade 7, p. 55**

PA 1 Page 53

“The natural Spa Sites in Palestine

1. Springs: there are mineral springs alongside the Palestinian Jordan Valley region and the Dead Sea region. The most important ones among them [are]:

A. Al-Hamma springs. They are located near the Yarmuk river's mouth at the Jordan river...

B. The [mineral] springs of Tiberias..."

**National Education, Grade 7, p. 75**

PA 1 Page 54

"We are in the city of Jericho. Who remembers the name of another city in Palestine famous for orange growing? ... The name of a Palestinian city famous for orange growing [is]: Jaffa."

**General Science, Grade 1, Pt. 2, pp. 5, 7 respectively**

PA 1 Page 54

"The Cities of Palestine

There are many cities in Palestine, the most famous of which is Jerusalem, the Capital of Palestine. And there are other cities such as: ... Jaffa and Haifa..."

**National Education, Grade 2, Pt. 1, p. 22**

PA 1 Pages 54 and 55

"Activity: Let us color the Negev desert on the map of Palestine."

**National Education, Grade 2, part 2, p. 25**

PA 2 Page 7

"The main problem that is faced by the Palestinian tourism sector is the obstacles raised by the occupation authorities against Palestinian tourism, i.e., the Palestinian tourist vehicles, by preventing them from entering Jerusalem and other areas, and the negative publicity spread by the Israelis among tourists regarding the Palestinian tourist areas, such as the absence of security [there] and the poor services extended to tourists.

[Questions:]

Let us mention the obstacles raised by Israel against the Palestinian tourist vehicles.

Let us mention the elements of the negative publicity spread by the Israelis regarding Palestinian tourism."

**National Education, Grade 7, p. 78**

PA 1 Page 37

"Palestinian tourism faces problems like:

Obstacles caused by the occupation [authorities], such as:

- Not granting permits for the construction of new hotels or the expansion of existing hotels in Jerusalem.
- Not granting permits for construction of new hotels in Jerusalem.
- Putting obstacles before the Palestinian tourist vehicles in order to prevent them from entering Jerusalem, which is considered a world tourist center.
- The negative publicity to which the foreign tourist is exposed regarding tourist areas, such as the absence of security and poor services.
- Israeli competition with Palestinian tourism industry.
- The discrimination exercised by the Israeli authorities against Palestinian tourist organizations, for they are not permitted to enter Israeli airports and receive tourist groups or enter touristic sites under [Israeli] control.

[Questions:]

- Name the obstacles placed by the occupation [authorities] in the face of the Palestinian tourism industry.
- Mention the discrimination exercised against Palestinian tourism organizations, in comparison with their Israeli counterparts.
- Copy to your copybook and answer by “yes” or “no”: The Israeli occupation of Jerusalem and parts of the West Bank and Gaza brought about a deterioration of the Palestinian tourism industry.”

**National Education, Grade 7, pp. 78-79**

PA 1 Pages 37-38

“The Israeli occupation of Jerusalem and the rest of the [West] Bank and the [Gaza] Strip in 1967 brought about a deterioration in the tourism sector because of the high taxes imposed by Israel upon the Palestinian touristic movement, the recurring closures, and the existence of a large number of the main religious and touristic sites, especially in Jerusalem, under Israeli control.”

**National Education, Grade 7, p. 81**

PA 1 Page 38

## C

### Sources Referred to by IPCRI, but not quoted by CMIP

National Education, Grade 6, p. 60

National Education, Grade 7, p. 19

## D

### Relevant Sources quoted by CMIP, but not referred to by IPCRI

“Immigration constitutes the fundamental factor of the Jewish population growth in Palestine.”

**Principles in Human Geography, Grade 6, p. 23**

PA 1 Page 15

“The Jewish settler immigration.”

**The Palestinian Society – Demographic Education, Grade 11, p. 9**

PA 1 Page 15

“Unit 1: The Palestinian Society

Goals of the Unit: ...

1. Understanding the following concepts and terms: natural borders, Zionism, ...”

*[This is the only reference to Zionism in the book and no other information about Zionism is given to the student.]*

**National Education, Grade 6, p. 2.**

PA 1 Page 22

“The Zionist colonial greedy ambitions in Palestine began in the year 1882. These greedy ambitions increased after the convention of the first Zionist congress in the city of Basel in Switzerland in the year 1897, as this congress, headed by Theodor Herzl, encouraged

immigration to Palestine... The Zionist greedy ambitions increased [further] with the support of British imperialism, as the foreign minister of Britain, Lord Balfour, issued his declaration on November 2, 1917, which called for granting the Jews a national home in Palestine.”

**National Education, Grade 7, p. 20**

PA 1 Page 22

“The Palestinians resisted the British occupation of Palestine, which started in 1917, with several revolts, protesting the British practices and the Zionist greedy ambitions... [In 1948] the Zionist terrorist organizations forced thousands of Palestinians to leave their country under the threat of arms, which led to the emergence of the refugee problem.”

**National Education, Grade 7, p. 21**

PA 1 Page 22

“At that time the dream of Israel and Zionism became realized, as the United Nations Organization decided to partition Palestine in 1947 into two states: Arab and Jewish. It was accompanied by Britain’s notification of ending its Mandate over Palestine on the 15 of May 1948, after it had enabled the Jews to control and seize 77% of Palestine’s area in the war of 1948 and to expel half of its Arab population.”

**The Palestinian Society – Demographic Education, Grade 11, p. 21**

PA 1 Page 22

“[The village of] al-Qastal faced Zionist aggression [in 1948]...”

**National Education, Grade 7, p. 23**

PA 1 Page 22

“The occupation of the West Bank and the Gaza Strip in 1967 brought about the fall of the whole of Palestine under Zionist control.”

**The Palestinian Society – Demographic Education, Grade 11, p. 21**

PA 1 Page 23

“Earnest work to protect the cultural identity of the Palestinian people against the Zionist assaults...”

**National Education, Grade 7, (quoting the resolutions of the Islamic Organization for Education, Science and Culture) p. 57**

PA 1 Page 23

“The coming of the Jewish throngs to Palestine continued until 1948 and their goal was taking over the Palestinian lands and then taking the original inhabitants’ place after their expulsion or extermination.”

**National Education, Grade 7, p. 20**

PA 1 Page 24

“The Palestinian people were expelled from their land as a result of the Israeli occupation of Palestine, [they] faced massacres and were forced to emigrate to the neighboring countries.”

**National Education, Grade 6, p. 13**

PA 1 Page 24

“She did not find the girls who had been her students... They were body parts thrown here and there on a ground that every inch thereof had become wet by blood... The enemy turned to the houses, which were empty of their folks, plundering and carrying off whatever they

could carry from the village that became a cemetery after it had been a village... Hayat went out of the slaughtered village... The Jews saw her from afar saving an Arab youth, so they directed their fire towards her. A fatal bullet hit her and she fell as a martyr among the martyrs of Deir Yassin.”

**Our Beautiful Language, Grade 7, Pt. 1, pp. 94-95**

PA 1 Page 24

“Human rights are divided into several categories. Among them [are the following ones]:

1. Absolute rights, such as the right of life and [of] no torture.
2. Basic rights, such as the right of work, food, domicile and [of] living in a clean environment.

Evidently, the states of the world vary from one another regarding the level of their commitment to the realization of these rights and granting them to their citizens. An example of that is what the Palestinian people is exposed to, i.e., violation of its rights, whether absolute or basic.”

**Civic Education, Grade 7, p.44**

PA 1 Pages 24-25

“When we look at the Palestinian natural resources we could say that they are poor and the larger part of the lands, water and shores is still subject to occupation in one way or another.”

**The Palestinian Society – Demographic Education, Grade 11, p. 124**

PA 1 Page 28

“In the case of our country, Palestine, this interaction [between the inhabitants’ efforts and the available resources] faces challenges of which the most important ones are: ... overcoming the limitedness of the natural resources that suffer from Israeli plunder.”

**The Palestinian Society – Demographic Education, Grade 11, p. 134**

PA 1 Page 28

“... Palestine who suffers from... dangerous and destructive problems such as the robbery of the land where spoils have been distributed by the occupation [authorities] among the settlers, the military bases, the military closed areas, etc., and the robbery of ground and surface water of which nothing has been left, except for [few] drops for domestic consumption or agriculture.”

**The Palestinian Society – Demographic Education, Grade 11, p. 67**

PA 1 Page 28

“The political factor was the most important and the gravest one regarding the use of lands in the [West] Bank and the [Gaza] Strip. The occupation [authorities] confiscated about 25% of the [West] Bank lands and also prevented the inhabitants of the [Gaza] Strip from utilizing nearly 22% of the [Gaza] Strip lands [to become part of] settlements and security areas connected with them. The occupation [authorities] presented these lands, of which the majority was state land, to the settlers as a gift.”

**The Palestinian Society – Demographic Education, Grade 11, p. 74**

PA 1 Page 28

“... The agricultural and residential land acreage that is available to the Palestinians is dwindling continuously as a result of Israel’s continuing confiscation of land for the benefit of its settlement project.”

**The Palestinian Society – Demographic Education, Grade 11, p. 126**

PA 1 Pages 28-29

“... The exploitation of the large water resources in the [West] Bank and the [Gaza] Strip for the benefit of the settlers and other Israelis at the expense of the Palestinian citizens.”

**The Palestinian Society – Demographic Education, Grade 11, p. 78**

PA 1 Page 39

“The consumption of water in the [West] Bank and the [Gaza] Strip is affected by... Israeli control over the utilization of these resources and over the distribution of water... This control is plainly visible in the utilization of ground water, especially for agricultural purposes, whereas the Palestinians are prevented from digging wells more than 150 m deep while the settlers are permitted to use wells more than 600 m deep.”

**The Palestinian Society – Demographic Education, Grade 11, p. 81**

PA 1 Page 29

“Agriculture [in the Gaza Strip] suffers from over-pumping of water in the Israeli settlements that have been established on the lands of the [Gaza] strip.”

**The Palestinian Society – Demographic Education, Grade 11, p. 20**

PA 1 Page 29

“Israel pumps out water from the Jordan river and its tributaries to the Negev... and the Israeli settlements in the West Bank also pump out from the river about 550-600 million cubic meters a year.”

**The Palestinian Society – Demographic Education, Grade 11, p. 79**

PA 1 Page 29

*[Two pictures, one of builders constructing a building and one of a bulldozer demolishing a building in a village]*

“Let us answer the two questions in writing:

What are the workers doing?

What is the bulldozer doing?”

**Our Beautiful Language, Grade 2, Pt. 1, p.88**

PA 1 Page 30

*[Picture of bulldozer uprooting tree at the side of which is the question]*

“Let us express orally the following:”

**Our Beautiful Language, Grade 2, Pt. 1, p. 78**

PA 1 Page 31

*[Picture of bulldozer uprooting tree at the side of which is the question]*

“Let us express orally the following:”

**Our Beautiful Language, Grade 1, Pt. 1, p. 90**

PA 1 Page 31

“The occupiers have not encouraged olive tree growing.”

**Our Beautiful Language, Grade 6, Pt. 1, p. 86**

PA 1 Page 31

“Activity

Having learned history and experienced events and realities in which we live:

1. Mention some violent incidents to which our people was exposed on the enemies’ part.

2. How do the enemies and occupiers treat the people of the occupied lands?
3. How were the Muslims treating the people of the conquered lands?"

**Islamic Education, Grade 6, Pt. 2, p. 84**

PA 1 Page 32

"This important location of Jericho has been [the source of both] blessing and misfortune. Difficulty and ease have come upon it consecutively, as happened during the Israeli occupation in 1967, when it was among the cities of our country Palestine that [suffered] loss and pain most."

**Our Beautiful Language, Grade 7, Pt. 1, p. 34**

PA 1 Page 32

"The *Intifadah* Hymn

We are burying the child in no hurry...

The mother and the small child may die...

And the middle-aged man suffers in the cell of the great prison..."

**Our Beautiful Language, Grade 6, Pt. 1 (Excerpts), pp. 130-131)**

PA 1 Page 32

"From the 'Prison Literature'\*

A boy of fourteen [years of age]... when he entered the cell he looked behind him as if he was registering the closing of the door... He rubbed his hands nervously and sat on the edge of the iron bed... 'Where are you coming from?' I asked him. ... 'I was in the 'slaughterhouse' thirteen days.'

[A note in the text:] 'slaughterhouse' – the interrogation place. It is a nickname given by the prisoners to that place because of the interrogators' cruelty."

*\*The "Prison Literature" is a Palestinian literary genre which deals with the life of Palestinian prisoners in Israeli jails*

**Our Beautiful Language, Grade 6, Pt. 1, pp. 124-125**

PA 1 Page 32

*[Picture of people waiting outside a prison]*

"A Visit to the Negev Prison

... They waited a long time in front of the prison gates. After three hours one of the soldiers peeped out at them and said: 'visits are prohibited today'."

**Our Beautiful Language, Grade 2, Pt. 1, p. 72.**

PA 1 Page 33

"In some other Palestinian villages and cities restrictions have been imposed upon the inhabitants and they have been prevented from building, like Jaffa, Lyda, Ramle, Acre and the villages of Galilee, the Triangle and the Negev."

**National Education, Grade 7, p. 55**

PA 1 Page 33

"Clarify the policy that is pursued by Israel against the Palestinian people following its occupation of Palestine."

**National Education, Grade 6, p. 18**

PA 1 Page 33

“The Palestinian people are a people who takes pride in their heritage and culture which they have inherited from its ancestors a generation after another, especially when the interest in the Palestinian popular heritage has become a pressing necessity because of what this heritage is facing during the occupation, i.e., the attempts to obliterate the Palestinian identity and to dissolve the components of Arab heritage and personality.”

**National Education, Grade 7, p. 44**

PA 1 Page 34

“The attempts to obliterate the Palestinian heritage... such as changing the names of Palestinian villages, cities, places and topographic objects into Hebrew names, like the ‘Awja river whose name has become Yarkon... [and] taking over some of the Palestinian popular costumes and embroidery and presenting them at international fashion exhibitions as Israeli heritage and costumes.”

**National Education, Grade 7, p. 55**

PA 1 Page 34

“C. Attempts at obliterating the artistic [Palestinian] heritage [by Israel], such as:

1. transplanting the genuine Arabic songs and melodies into the Hebrew dialect [*lahjah*], or mixing them with Hebrew songs, such as the song ‘*Alluma ‘alluma*’.

**National Education, Grade 7, p. 55**

PA 1 Page 34

“Palestine’s heritage and culture: the resolutions of the Islamic Organization for Education, Science and Culture:

1. Working earnestly in order to protect the cultural identity of the Palestinian people against Zionist assaults and the continuing attempts to obliterate the Islamic culture.
2. Preparing an encyclopedia of Islamic antiquities and historical sites in noble Jerusalem and the rest of Palestine...
3. Conducting a comprehensive survey of all the buildings that have been destroyed.
4. Creating time schedules for the restoration, reconstruction and protection of these buildings as well as for keeping the Islamic character of Palestine in general.
5. Teaching history and geography of Palestine in all educational levels at the schools of the Islamic countries.
6. ... Propagating the map of noble Jerusalem, with its Arab place-names, on a wide scope, in order to resist Judaization and to protect the [Arab] heritage.”

**National Education, Grade 7, p. 57**

PA 1 Pages 34-35

“[Israeli] attempts at obliterating the artistic [Palestinian] heritage:

...Setting fire to the antique pulpit of Saladin in the al-Aqsa Mosque.”

*In 1969 a mentally-ill Christian Australian tourist set fire to the al-Aqsa Mosque and burned the said wooden pulpit.*

**National Education, Grade 7, p. 55**

PA 1 Page 35

“Destruction and theft of Arabic and Islamic manuscripts, especially at the al-Aqsa Mosque.”

**National Education, Grade 7, p. 55**

PA 1 Page 35

“The Judaization of Jerusalem and the dissolution of the Palestinian identity of its inhabitants.”

**National Education, Grade 6, p. 17**

PA 1 Page 35

“The dependence of the Palestinian economy and its being affected by the Israeli economy.”

**National Education, Grade 6, p. 17**

PA 1 Page 36

“Israel aimed during the past three decades to join the Palestinian economy in the [West] Bank and the [Gaza] Strip with its own economy... The Palestinian economy has relied almost totally on the Israeli economy in its foreign trade.”

**The Palestinian Society – Demographic Education, Grade 11, p. 117**

PA 1 Page 36

“[Palestinian] exports decreased again in 1996 because of the Israeli closures in the [West] Bank and the [Gaza] Strip during that year, especially so, because the closure came at the peak of the export season of Palestinian agricultural harvests. ... Most of the Palestinian trade deficit is with Israel.

**The Palestinian Society – Demographic Education, Grade 11, p. 118**

PA 1 Page 36

“The Israeli economy relied heavily on the policy of encouraging Israeli exports by way of reducing the value of the Israeli currency... These policies led to high rates of inflation within the Green Line and to higher inflation rates in the Palestinian lands that had been occupied in 1967”.

**The Palestinian Society – Demographic Education, Grade 11, p. 118**

PA 1 Page 36

“Unemployment and economic stagnation are [two] of the most important problems suffered by the Palestinian economy which is afflicted with the occupation’s shackles.”

**The Palestinian Society – Demographic Education, Grade 11, p. 132**

PA 1 Pages 36-37

“Israeli policy regarding Palestinian land and water led to grave results: ...weakening the Palestinian agricultural sector because of the decrease in water quantities and the rise in their prices, which increased agricultural expenses and weakened its competitive capability in the foreign markets, and [also] the shrinking possibilities of industrial expansion as a result of the increase in land and water prices.”

**The Palestinian Society – Demographic Education, Grade 11, p. 74**

PA 1 Page 37

“As a result of the developments under the occupation there has been an increase in the disparity of living standards between the rural and the urban areas. This duality has become deeper as a result of the policies of the occupation [authorities] that are related to water and land, which led to the weakening of the agricultural sector and to the emigration of the rural working force to the other sectors or to work within the Green Line.”

**The Palestinian Society – Demographic Education, Grade 11, pp. 132-133**

PA 1 Page 37

“The Palestinian areas are in need of traditional sources of energy such as oil and gas. They import what they need from Israeli sources for high prices.”

**The Palestinian Society – Demographic Education, Grade 11, p. 77**

PA 1 Page 37

“The economic importance of the Dead Sea stems from important mineral salts... that are found in its waters... Israel opposes the exploitation by the Palestinian Authority of its share of these mineral salts.”

**The Palestinian Society – Demographic Education, Grade 11, p. 80**

PA 1 Page 37

“The exploitation of the Palestinian economic resources for the benefit of the Israeli occupation authorities have plainly weakened the absorption capabilities of the Palestinian working force, which has led to the spread of unemployment and poverty.”

**The Palestinian Society – Demographic Education, Grade 11, p. 147**

PA 1 Page 38

“It is impossible to talk about a universal development under the shadow of occupation.

**The Palestinian Society – Demographic Education, Grade 11, p. 131**

PA 1 Page 39

“The Israeli occupation and the general economic situation have contributed to the prevention of women from participating in the development activity of Palestine. That is so because the Palestinian work force has turned to answer the needs of the Israeli market, such as the construction sector that is exclusively male-oriented, at the expense of other sectors.”

**The Palestinian Society – Demographic Education, Grade 11, p. 174**

PA 1 Page 39

“The Israeli occupation and the settlement [activity] have hindered the growth of educational activity in Palestine.”

**The Palestinian Society – Demographic Education, Grade 11, p. 170**

PA 1 Page 39

“Neglect of health, education, and social services for the Palestinian people under the occupation.”

**National Education, Grade 6 (2000), p. 16**

PA 1 Page 39

“Neglect of the educational infrastructure under the occupation.”

**The Palestinian Society – Demographic Education, Grade 11, p. 119**

PA 1 Page 39

“Write a report of several lines about the settlements’ effect on ecological pollution.”

**Principles in Human Geography, Grade 6, p. 95**

PA 1 Page 39

“Let us write in our copybooks a short report, not more than 10 lines, about the negative effects that have resulted from the establishment of the settlements in the Palestinian lands.

**National Education, Grade 6, p. 19**

“To that one must add the grave ecological and health problems which are a result of the sewage that flows from the Israeli settlements at the top of the hills and mountains towards the neighboring Palestinian lands, which ruins them and destroys the crops therein.”

**The Palestinian Society – Demographic Education, Grade 11, p. 94**

“Various factors have led to the increase of ground water salinity in the Palestinian areas, such as over-pumping of water, especially by the Israelis, for use by the settlers and other Israelis. [Also,] Israel’s diversion of a large quantity of water from the Jordan river to the Negev, as well as the diversion of the water of the salty springs from the area of Beit Shean and Tiberias to it, have led to the increase of its salinity in the [West] Bank [region].”

**The Palestinian Society – Demographic Education, Grade 11, p. 95**

“In addition to the robbery of Palestinian lands, the Israeli policy regarding Palestinian lands and water led to grave results: dismemberment of the geographic unity of the [West] Bank by transforming the large Arab residential clusters into islands isolated from one another.”

**The Palestinian Society – Demographic Education, Grade 11, p. 74**

“Map of the Israeli settlements in the West Bank and the Gaza Strip [Questions:]

1. Let us read the map’s title.
2. Let us mention some of the settlements that are close to our residence.
3. Let us explain Israel’s goal in establishing the settlements on Palestinian lands.”

**National Education, Grade 6, pp. 15-16**

“Let us gather information about... the names of the Israeli settlements and residential clusters in our specific environment.”

**National Education, Grade 7, p. 57**

“Palestine faced British occupation following the First World War in the year 1917 and Israeli occupation in the year 1948 with the help of Britain. The Israeli occupation destroyed most of the Palestinian villages and cities, expelled the Palestinian inhabitants and forced them to leave their lands and villages.”

**National Education, Grade 6, p. 16**

“I thought it advisable to return to my book in order to reassemble it anew and present it to the sons of Arabdom in general and to the sons of Palestine in particular, so that they will remember their usurped homeland and work for its rescue.”

*[From the preface of Mustafa Murad al-Dabbagh’s book “Our Country, Palestine” as quoted in:]*

**Our Beautiful Language, Grade 6, Pt. 1, p. 112**

“Distribution of the Palestinians According to Their Place of Residence in the World, 1998:  
...The Green Line 12.18 %...”

**The Palestinian Society – Demographic Education, Grade 11, p. 21**

PA 1 Page 46

*[Pie chart one segment of which is described as “The Green Line”]*

“Distribution of the Palestinians According to Their Place of Residence in the World, 1998:  
...The Green Line, 989,076, 12.18 %...”

**The Palestinian Society – Demographic Education, Grade 11, p. 22**

PA 1 Page 47

*[Schedule of population one item of which is described as “The Green Line”]*

“As to the percentage of the Palestinian inhabitants within the Green Line – it was in that same year 12.2 % approximately.”

**The Palestinian Society – Demographic Education, Grade 11, p. 22**

PA 1 Page 47

“The West Bank includes a number of streams and [small] rivers, some of which make their way westward to the Mediterranean Sea... to be utilized for agriculture within the Green Line.”

**The Palestinian Society – Demographic Education, Grade 11, p. 79**

PA 1 Pages 47-48

“Israel aimed throughout the past three decades at joining the Palestinian economy in the [West] Bank and the [Gaza] Strip to its own economy... The geopolitical separation between the [West] Bank and the [Gaza] Strip contributed to it on one hand and the opening of the labor market within the Green Line to the Palestinian work force [contributed to it] on the other hand.”

**Palestinian Society – Demographic Education, Grade 11, p. 117**

PA 1 Page 48

“The Israeli economy relied heavily on the policy of encouraging Israeli exports by way of reducing the value of the Israeli currency... These policies led to high rates of inflation within the Green Line.”

**The Palestinian Society – Demographic Education, Grade 11, p. 118**

PA 1 Page 48

“The policies of the occupation [authorities]... which led to the weakening of the agricultural sector and to the emigration of the rural work force to work in the other sectors or to work within the Green Line.”

**The Palestinian Society – Demographic Education, Grade 11, p. 133**

PA 1 Page 48

“Lesson 15: Geographic Distribution of the Palestinian People according to Its Places of Residence

Let us look at chart no. 2...

| <u>Place of Residence</u> | <u>Number of Inhabitants in mid-2000</u> |
|---------------------------|------------------------------------------|
| The West Bank             | 2,011,930 souls                          |
| The Gaza Strip            | 1,138,126 souls                          |
| The Lands of 1948         | 1,113,000 souls                          |

|              |                  |
|--------------|------------------|
| The Diaspora | 4,534,277 souls  |
| Total        | 8,797,333 souls” |

**Geography of Palestine, Grade 7, p. 42**

PA 1 Page 48

“Chart 2 shows that the Palestinian people resides in four geographic regions which are [as follows]: the West Bank, the Gaza Strip, the Lands of 1948 and the Diaspora.”

**Geography of Palestine, Grade 7, p. 43**

PA 1 Page 48

“The lands of historical Palestine are divided into three topographic zones stretching between north and south in the form of long strips as follows:

- The strip of the western coastal plains which stretches along the Mediterranean coastal plains and includes the plain of Acre north of Mount Carmel and the Palestinian coastal plain that stretches south of that mountain...
- The mountain strip which stretches between the Lebanese border in the north and the Egyptian border in the south. It includes the Galilee mountains, the mountains of Nablus and their north-western extension of Mount Carmel, the Jerusalem mountains... and the Negev Heights.
- The Jordan Valley strip which stretches between the upper sources of the Jordan river (Banyas, Dan, Hasbani) in the north and the Gulf of Aqaba in the south.”

**The Palestinian Society – Demographic Education, Grade 11, p. 19**

PA 1 Page 49

“Lesson 29: Palestinian Cities

Palestine has always been full of human dwelling places [in] villages, towns and cities. Most famous among them are noble Jerusalem, Safed, Acre, Nazareth, Tiberias, Haifa, Beisan [Beit Shean], Jenin, Nablus, Tulkarm, Qalqilya, Caesarea, Ramalla, al-Bira, Lydda, Ramle, Jaffa, Jericho, Bethlehem, Hebron, Ashkelon, Asdod, Gaza, Khan Yunis, Rafah, Beer Sheba.”

**Geography of Palestine, Grade 7, p. 76**

PA 1 Page 53

“A Trip in the Lands of the Homeland

“The family of Karim and Leila went on a trip to the city of Jaffa...”

**Our Beautiful Language, Grade 2, Pt. 1, p. 60**

PA 1 Page 53

“Landmarks from My Country”

(A photograph of the al-Jazzar Mosque in Acre)

**Our Beautiful Language, Grade 1, Pt. 1, pp. 10, 12**

PA 1 Page 55

“There are several [agricultural] seasons which characterize the [various] districts of Palestine, such as ... , in addition to fishing which characterizes the coastal cities like Haifa, Jaffa and Gaza.”

**Arts and Crafts, Grade 7, p. 23**

PA 2 Page 8

“The Roman art (500 BC – 400 AD) was influenced by the Greek and Etruscan art. The Roman distinctive character appeared in statues and architecture and among their monuments are the theaters of Sebastia and Caesarea in Palestine...”

**(Arts and Crafts, Grade 7, p. 61)**

PA 2 Page 8

“One of the most famous mountains of Palestine is Mount Jermaq near Safed.”

**National Education, Grade 2, part 2, p. 10**

PA 2 Page 8

#### “Lesson 12: Tourism

Tourism is visits by people to religious, archeological and recreational sites.

Palestine is a huge museum for tourism...”

**National Education, Grade 2, part 2, p. 59**

PA 2 Page 9

1. Religious tourism:  
...
2. Archeological tourism:  
Others visit Jericho, Nablus, Sebastia and Caesarea because there are archeological sites there.
3. Recreational tourism:  
In summertime people go to visit Gaza, Haifa and Acre because of the beautiful beaches there.”

**National Education, Grade 2, part 2, p. 61**

PA 2 Page 9

#### “The World: Countries and Capitals

| <u>Country</u> | <u>Population (Thousands)</u> | <u>Surface (Thousand sq. Meters)</u> | <u>Capital</u> |
|----------------|-------------------------------|--------------------------------------|----------------|
| Palestine      | 4,659*                        | 21**                                 | Jerusalem      |

*[\*This number appears to include the Palestinian Arab population of the West Bank, Gaza and Israel. The 5.2 million Jews in the country are not counted.  
\*\*This number refers to the country in its entirety, well beyond the confines of the West Bank and Gaza.]*

**Atlas of Palestine, The Arab Homeland and the World, p. 128**

PA 3 Page 22

“The religious holy places are considered a religious window that has connected Palestine with the world and made it an object of interest for those who believe in God from among the followers of the heavenly [i.e., monotheistic] missions and a destination for pilgrims and tourists. Some of the most important of them [i.e., the holy places in Palestine]:

...

“Nazareth:\*

Within it the Church of the Annunciation is located...

“I will test myself

I will enumerate the religious holy places in Jerusalem, Hebron, Bethlehem and Nazareth.”

*[\*Nazareth is part of Israel proper within its pre-1967 borders.]*

**National Education, Grade 3, Part 1, pp. 39-40**

PA 3 Page 24

“I will arrange the following mountains of Palestine according to their height:

Mount Ebal (Nablus) 960 meters

Mount Jarmaq (Safed)\* 1208 meters

Mount Nabi Yunis (Halhul-Hebron) 1027 meters”

*[\*Mount Jarmaq [Har Meiron] and the nearby city of Safed are located in Galilee, well within Israel’s pre-1967 borders.]*

**Mathematics, Grade 3, Part 1, p. 27**

PA 3 Page 26

“An educational board that lights up when the correct answer [is given]

| Question                                              | Answer    | [Correct Answer] |
|-------------------------------------------------------|-----------|------------------|
| The capital of the State of Palestine                 | Acre      | [Jerusalem]      |
| The highest peak in Palestine                         | Gaza      | [Al-Jarmaq]      |
| A Palestinian coastal city                            | Nablus    | [Acre]*          |
| The airport of Palestine                              | Jerusalem | [Gaza]           |
| A Palestinian city known for [its]<br>Knafeh [pastry] | Al-Jarmaq | [Nablus]”        |

*[\*Acre is a city in Israel proper within the pre 1967 border]*

**Technology, Grade 5, p. 40**

PA 3 Page 26

“The bus departed from Jerusalem, passing through Jericho and then [through] Beisan\*. On the way one of the teachers spoke to us about the sites it passed through, about their climate and ancient monuments and about their importance in the history of Palestine.”

*[\*Beisan [Beit She’an] is a town inside Israel, not in the West Bank.]*

**Our Beautiful Language, Grade 3, Part 2, (“A Trip to Tiberias”) p. 95**

PA 3 Page 26

“What are the Palestinian cities through which the bus passed?”

**Our Beautiful Language, Grade 3, Part 2, (“A Trip to Tiberias”) p. 98**

PA 3 Page 26

“Palestine has a long coast facing the Mediterranean and a short coast on the Gulf of Aqaba.”\*

*[\*The Palestinian Authority has no access to the Gulf of Aqaba.]*

**(Health and Environment Studies, Grade 8, p. 131)**

PA 3 Page 26

“The [Palestinian] National Council decided to create armed Palestinian battalions which were named “the Palestinian Liberation Army” for the liberation of Palestine and for the defence of the Palestinian revolution. The battalions of this army were stationed in Egypt, Syria, Iraq and Jordan. After the signing of the Oslo agreement between the PLO and Israel in September 1993 most forces of the Liberation Army entered Palestine.”

**National Education, Grade 6, p. 23**

PA 1 Page 64

“The reason for this decrease [in the percentage of Palestinians living in the diaspora in 1998, compared to 1980] may have stemmed from the Iraqi-Iranian war in 1980, the Gulf War in 1991, the signing of the Declaration of Principles agreement between the PLO and the government of Israel on September 13, 1993 in Washington and the return of a number of Palestinians from the diaspora to the homeland.”

**The Palestinian Society – Demographic Education, Grade 11, p. 22**

PA 1 Page 64

“Following the Declaration of Principles agreement that was signed in Washington between Israel and the PLO on September 13, 1993, several Palestinian plans for economic and social development were proposed for the Palestinian arena in the West Bank and the Gaza Strip.”

**The Palestinian Society – Demographic Education, Grade 11, p. 131**

PA 1 Page 64

“The fire of Zionist crime has mowed the Palestinian land.”

**Reading and Texts, Grade 8, Part 2, p. 27**

PA 3 Page 15

“The Zionists settle in the Palestinian land after its seizure from its owners.”

**Reading and Texts, Grade 8, Part 2, p. 28**

PA 3 Page 15

“Relying on the evident support for the *Intifadah* [The Palestinian uprising of 1987] the Palestinian National Council, at its nineteenth session that was convened in Algiers in November 1988, offered a peace initiative, based on the [UN] resolution 181, known as the Partition Resolution. It had been adopted by the United Nations General Assembly on November 29<sup>th</sup> 1947 and provided for the establishment of an independent Palestinian state.”  
[The said resolution provided for the establishment of two independent states, one Jewish and one Arab, and see the next quotation from the same textbook.]

**Reading and Texts, Grade 8, Part 1, “The Declaration of Independence of the State of Palestine”), p. 74**

PA 3 Page 28

“In the year 1947 the United Nations Organization adopted a resolution partitioning Palestine between the Arabs and the Jews. Accordingly, the British Mandate over Palestine ended and the Mandate government withdrew. Then war erupted between the Arabs and the Jews in 1948, which brought about the capture of part of Palestine by the Jews and the occurrence of the Catastrophe (*Nakbah*) which caused most of the Palestinian people to emigrate.”  
[The passage fails to mention that it was the Arabs who rejected the UN resolution and initiated the war in order to prevent the establishment of the Jewish state.]

**Reading and Texts, Grade 8, Part 1 (2002) (“Palestine”) p. 78**

PA 3 Page 28

“The demonstrators gathered in the squares of the Palestinian cities on the anniversary of the Nakbah.”

*[Nakbah – “catastrophe” – is the official Palestinian name for the result of the 1947-49 War initiated and lost by the Arabs. The Nakbah anniversary day is the fifteenth of May. The Arab inhabitants of Palestine started a civil war against the Jews following the adoption of the UN resolution on November 29, 1947, and on May 15, 1948, following the end of the British*

*Mandate, armies of five Arab states invaded Palestine in order to prevent the establishment of an independent Jewish state. The war ended in armistice agreements signed in 1949.]*

**Reading and Texts, Grade 8, Part 2, p. 112**

PA 3 Page 29

“Your enemies killed your children, split open your women’s bellies, held your revered elderly men by the beard and led them to the death pits.”

[This text, by the Egyptian writer Mustafa Lutfi al-Manfaluti (1876-1924), was clearly not written against Israel.]

**Reading and Texts, Grade 8, Part 2, p. 16**

PA 3 Page 29

5 - “O my homeland,  
You have accustomed me to see the enemy horses every day  
Wading in, my blood  
You have accustomed me to receive the arrows coming from all directions  
And there is not a spot on my face that has not been hit”

**Linguistic Sciences, Grade 8, Part 1, p. 14**

PA 3 Page 29

“We plant men in Jerusalem’s mountains and if they [the Israelis] uproot [them] we will plant anew.”

**Linguistic Sciences, Grade 8, Part 1, p. 28**

PA 3 Page 29

“O Lord, do not forget our pains and tears  
And do not forget the prisons, the slaughter and the humiliation  
And the demolition and terror...”

**Linguistic Sciences, Grade 8, Part 2, p. 88**

PA 3 Page 29

“This land that is mowed  
[By] the fire of crime  
And that withdraws within itself today in sorrow and silence  
This land –  
Its betrayed heart will stay alive and will not die  
This land is a woman...  
Who bears a fighting people...”

**Reading and Texts, Grade 8, Part 2, ("Hamzah") pp. 23-24**

PA 3 Page 30

“Close your eyes to avoid the shame of defeat...  
The wind of crime has dried my throat...  
And it tells us about exile and the greater prison.”

**Linguistic Sciences, Grade 8, Part 2, p. 39**

PA 3 Page 30

“Against that a child becomes a hero at [the age of] ten  
Against that a tree’s heart bears mines  
Against that my garden’s branches become gallows

Against transforming the rose basins in my land into gallows  
Against [anything] you want... But  
After burning my country  
And my remains  
And my youth  
How should my poems not become guns?"

**Linguistic Sciences, Grade 8, Part 2, pp. 89-90**

PA 3 Page 30

"Anxiety and suffering burden the Palestinians as a result of the Israeli occupation of the land of Palestine."

**Reading and Texts, Grade 8, Part 2, p. 28**

PA 3 Page 30

"I will choose a Palestinian poet and read one or more of his poems that depict the practices of the Israeli occupation against the Palestinian people."

**Reading and Texts, Grade 8, Part 2, p. 31**

PA 3 Page 30

"The suffering caused by occupation is almost the same [everywhere]. I will illustrate the suffering of the people of Ceuta [on the Moroccan coast] at the hands of the [Spanish] occupation and compare their suffering to the suffering of the Palestinian people."

**Reading and Texts, Grade 8, Part 2, p. 90**

PA 3 Page 31

"[The State of Palestine] calls upon the sons of the [Arab] nation to help her complete her own birth and work by rallying [all] resources and intensifying [all] efforts in order to end the Israeli occupation."

**Reading and Texts, Grade 8, Part 1, ("The Declaration of Independence of the State of Palestine") p. 73**

PA 3 Page 31

"I left Jericho suddenly, when my family was forced to hide and flee from the campaign of the political arrests that started at the beginning of the school year... Then we moved to the village of Dura in the Hebron district and [to] other places... The army entered their houses after we had left and took revenge on them [i.e., the host families] in the form of beating and breaking the teeth of some of them."

*[The author is recounting her childhood reminiscences of Jericho. Since she was born in 1950, it seems that she is describing here events under the Jordanian rule in the West Bank (1948-1967). But see the next two quotations immediately following this one.]*

**Reading and Texts, Grade 8, Part 1, ("Memory of a Place") pp. 105-106**

PA 3 Page 31

"The author talks about Palestine after her return to it. She relates ... her life in Jerusalem and Jericho before her expulsion following the 1967 war."

**Reading and Texts, Grade 8, Part 1, ("Memory of a Place") p. 107**

PA 3 Page 31

"Why was the author forced, as a child, to leave Jericho?"

**Reading and Texts, Grade 8, Part 1, (Question, "Memory of a Place") p. 108)**

PA 3 Page 31

“...The intensification of the drinking water crisis and the increasing fear of the measures [taken by] the Israeli occupation authorities against our water resources, as well as their continuous efforts to control the water.”

**Health and Environment Studies, Grade 8, p. 43**

PA 3 Page 31

“...The limitations and measures taken by the Israeli occupation authorities against the available sources [of water].”

**Health and Environment Studies, Grade 8, p. 44**

PA 3 Page 31

*[The following [two] quotations explicitly or implicitly refer to the Israeli occupation in the context of Israel's pre-1967 borders]*

“Hanna Ibrahim is a poet and a novelist. He was born in the village of Bi’nah in Galilee in 1927... After the catastrophe (Nakbah) of 1948 he remained on his land and did not leave it, in spite of the harshness of the Israeli occupation.”

**Reading and Texts, Grade 8, Pt. 2, p. 118**

PA 3 Page 32

“...and his poem ‘Three Pictures from Gaza’ presents some aspects of the tragedy of the Palestinian people following the Israeli occupation of the land of Palestine.”

*[The poem deals with the 1948 refugees who settled in Gaza. It does not deal with the Israeli occupation of Gaza in 1967. Therefore, “the Israeli occupation” mentioned here relates to 1948, not 1967.]*

**Reading and Texts, Grade 8, Pt. 1, p. 57**

PA 3 Page 32

“The poet\* says:

I, the one who is sick at heart

Dream of the antidote

That will come from Iraq

Will it come from Iraq?

“What is the sickness at heart that the poet complains of?

How does the poet perceive the remedy for his sickness?

This poem was a poetic prophesy. Explain.”

*[\*Jamal Qa'war, an Israeli citizen from Galilee.]*

**Reading and Texts, Grade 8, Pt. 2, (Questions) p. 47**

PA 3 Pages 32-33

“What is the antidote that the poet wishes would come from Iraq? What poison is it supposed to treat?”

**Reading and Texts, Grade 8, Pt. 2, p. 46**

PA 3 Page 33

“Here, upon your chests [we] stay, like a wall

We starve, we have no clothes, we challenge

We recite poems

We fill the angry streets with demonstrations  
And we fill the prisons with pride  
And we make the children a revolutionary generation after generation...

“In Lydda and Ramleh and Galilee\*

We here stay

We guard the shadow of the fig and the olive [trees]

And we sow ideas like leaven in dough

An icy chill in our nerves

And in their hearts red Hell

If we are thirsty we squeeze the rock

And we eat the dirt if we are hungry and we do not leave”

*[Lydda, Ramle and Galilee are all within Israel's pre-1967 borders. The poet, the late Tawfiq Zayyad, an Israeli citizen, was member of the Israeli parliament and mayor of Nazareth for many years until his death in 1994.]*

**Linguistic Sciences, Grade 8, Pt. 2, p. 82**

PA 3 Page 33

“1. Who is addressed in the first line – upon your chests?”

**Linguistic Sciences, Grade 8, Pt. 2, p. 82**

PA 3 Page 33

“Tammuz is screaming

O Iraq

Tammuz is screaming

O Iraq...”

*[Tammuz was the official name of the Iraqi nuclear reactor destroyed by Israel in 1981.]*

**Reading and Texts, Grade 8, Pt. 2, p. 42**

PA 3 Page 36

“Jamal Qa’war is a Palestinian poet [living in Israel]... Following the Israeli aggression against the Iraqi nuclear reactor in Baghdad in 1981, great anger arose in the soul of this nationalist poet against the Israeli arrogance and he expressed his anger through this poem.”

**Reading and Texts, Grade 8, Pt. 2, p. 44**

PA 3 Page 36

“Who are those who destroyed the gardens, made the gazelles and the palm trees of the Tigris [river] thirsty, disturbed the pigeons that coo in Bab al-Taq [section] of Baghdad and made the dead worry in their graves?”

**Reading and Texts, Grade 8, Pt. 2, (Question) p. 45**

PA 3 Page 36

“Victory [will be] Palestine’s in spite of the disastrous oppression and siege.”

**Reading and Text, Grade 8, Pt. 1, p.31**

PA 3 Page 36

“The Palestinian child stood facing the enemy’s bullets like a brave soldier.”

**Reading and Texts, Grade 8, Pt. 2, p. 70**

PA 3 Page 36

“I asked him about Saleh and he turned away from me for a while and his features became gloomy. He looked as if he was suffering from a huge wave of sorrow and anguish. He told me while almost crying: ‘They killed him. Don’t you know that they killed Saleh? They killed him on Monday, the first day of the June war [1967]. He went out of the house in spite of all his mother’s implorations and they killed him on Salah al-Din Street. A downpour [? volley] of bullets tore his body.”

**Reading and Texts, Grade 8, Pt. 1, (“An Evening Visitor”) p. 44**

PA 3 Page 36

“The story ‘An Evening Visitor’ depicts the saga of the Palestinian struggle against the occupation through the figure of ‘Abu Saleh’ [Saleh’s Father] whose personal crisis began with the killing of his son Saleh in Jerusalem on the first day of the June War [1967] by the Israeli occupation army.”

**Reading and Texts, Grade 8, Pt. 1, (“An Evening Visitor”) p. 45**

PA 3 Page 36

“There are many artistic illustrations in the story. I will explain the following [ones]:  
A downpour [?volley] of bullets tore Saleh’s body.”

**Reading and Texts, Grade 8, Pt. 1, (Assignment, “An Evening Visitor”) p. 47**

PA 3 Page 36

“Some of the problems of [Palestinian] family violence emanate from the practices of the [Israeli] occupation and its destructive impact on our society. How [is that]?”

**Civic Education, Grade 8, p. 55**

PA 3 Page 37

“What is the role of the [Israeli] occupation and its practices in strengthening of the phenomenon of violence?”

**Civic Education, Grade 8, p. 56**

PA 3 Page 37

“When the town’s governor issued his order:

‘Blow up the house and tie up

Its son in the torture room!’

The town’s governor issued his order

Then got up

Praising the meaning of love and security

And peace!

The soldiers surrounded the house’s corners

And the serpent twisted

And skillfully completed

The full circle

And commanding banging [on the door] resounded:

‘Leave the house!’ and they generously granted

An hour or a part of an hour

Hamzah opened the balconies’ [doors]

To the sun under the soldiers’ eyes and shouted ‘God is greatest’

Then he called:

‘O Palestine, be assured

I and the house and my children are the sacrifice of your redemption

We for your sake live and die

“An hour and [then] up they went and then down came  
The rooms of the martyr house...”

**Reading and Texts, Grade 8, Pt. 2, ("Hamzah") pp. 24-26**

PA 3 Pages 37-38

“Fadwa [Tuqan] wrote the poem ‘Hamzah’ after the forces of the Israeli occupation had demolished the house of her cousin Hamzah which is located on Mount Gerizim in Nablus following the arrest of his son on the charge of resisting the occupation.”

**Reading and Texts, Grade 8, Pt. 2, p. 27**

PA 3 Page 38

“What is the order issued by the military governor?  
Why did the soldiers surround the house?  
What did the soldiers order the owners of the house [to do]?”

**Reading and Texts, Grade 8, Pt. 2, p. 29**

PA 3 Page 38

“The house destroyed by the occupation was not for habitation only. Rather, it is the warm castle that contains the dreams and the happy memories of [one’s] life.”

**Reading and Texts, Grade 8, Pt. 2, p. 30**

PA 3 Page 38

“Blowing up Palestinian houses represents one form of Israeli oppression against the struggle of the Palestinian people for the sake of its freedom and dignity.”

**Reading and Texts, Grade 8, Pt. 2, p. 30**

PA 3 Page 38

“There appear in the poem three voices upon... which the struggle between the Israeli occupation and the Palestinian people is based. They are Hamzah’s voice, the voice of the Israeli occupation and the poetess’ voice.”

**Reading and Texts, Grade 8, Pt. 2, p. 31**

PA 3 Page 38

“The man became mad when the Israelis destroyed his house.”

**Reading and Texts, Grade 8, Pt. 1, p. 78**

PA 3 Page 38

“But Jericho has become a different thing. It has become lines of brick houses that no one looks at and that have no owners following the great expulsion in 1967... The killing of cities has become a regular issue during the days of the occupation which has done whatever it could to dissolve every piece of civilization in our society, not to mention houses!

**Reading and Texts, Grade 8, Pt. 1, (“Memory of a Place”) p. 106**

PA 3 Pages 38-39

“The author has drawn two pictures of Jericho: the first before the [Israeli] occupation, when she was a child, and the other after the Israeli occupation in 1967. Which of the two pictures is more vital and more radiant?”

**Reading and Texts, Grade 8, Pt. 1, (Question, “Memory of a Place”) p. 109**

PA 3 Page 39

“What is the impact of the expulsion of many of Jericho’s inhabitants in the year 1967 on the situation in the city?”

**Reading and Texts, Grade 8, Pt. 1, (Question, “Memory of a Place”) p. 108**

PA 3 Page 39

“Death Sentence

At night orders were given to the soldiers

To kill our beautiful village

Zeita...

At night all the soldiers came...

The orders decree that [we] depart

Zeita will be executed in the evening...

Moments, and then the men’s corpses fell...

Moments, and then Zeita fell...

Not a [single] home bread-oven has been left undestroyed by the battalion

All stones and men

Became a leveled ground of blood or sand by the impact of the alien plows...”

**Reading and Texts, Grade 8, Pt. 1, ("Death Sentence") pp. 139-140**

PA 3 Page 39

“...And in this poem the poet describes how the Israelis, after the disaster of 1948, destroyed an Arab village located west of Beit Jibrin, named Zeita.”

**Reading and Texts, Grade 8, Pt. 1, ("Death Sentence") p. 140**

PA 3 Page 39

“1. Whom does the poet mean by ‘soldiers’ and what were the orders they were given?

4. What did the soldiers do with Zeita and its people?

5. When was Zeita executed?”

**Reading and Texts, Grade 8, Pt. 1, (Questions, “Death Sentence”) p. 141**

PA 3 Page 39

“The poem bears the title ‘Death Sentence’. Explain what is meant by that.”

**Reading and Texts, Grade 8, Pt. 1, (Questions, “Death Sentence”) p. 142**

PA 3 Page 39

“Activity

The Israelis have, since the disaster of 1948, destroyed hundreds of Palestinian villages and towns:

I will give [some] details about [the] destroyed [village of] Zeita...

I will mention some of the other Palestinian villages destroyed by the Israelis.”

**Reading and Texts, Grade 8, Pt. 1, ("Death Sentence") p. 143**

PA 3 Page 39

“The seizure of lands for the establishment of settlements by the Israeli occupation has led to overgrazing in other areas.”

**Health and Environment Studies, Grade 8, p. 132**

PA 3 Page 40

“I did not stop asking myself whenever I crossed bypass roads, as I was under the pressure of a heavy feeling that we are forced to use them, [even though] they had been paved on lands that had been seized in order to connect the [Jewish] settlements with one another.”

**Reading and Texts, Grade 8, Pt. 1, (“Memory of a Place”) p. 106**

PA 3 Page 40

“The economic conditions worsened because of the stifling Israeli blockade, and many Palestinians were reduced to poverty.”

**Reading and Texts, Grade 8, Pt. 1, p. 141**

PA 3 Page 40

“I will write a report about the [Israeli] settlements' [way] of getting rid of sewage water in Palestinian lands and will demonstrate the impact of that on the environment and on public health.”

**(Health and Environment Studies, Grade 8, p. 82)**

“Lesson No. 2: Soil Pollution

[Refuse of the [Jewish] settlement of Barkan.”

**Health and Environment Studies, Grade 8, p. 80**

PA 3 Page 40

“As for Palestine, the successive periods of [its] occupation by other peoples and states have had a great impact on the elimination of the forests. For example, many of the forests were cut down for railway works, or [for] opening roadways, or [for] building, in order to answer the needs of those states.”

**Health and Environment Studies, Grade 8, p. 130**

PA 3 Page 40

## **E**

### **Observations on IPCRI Report by CMIP**

It is not just that “Israel, as a sovereign state (political and geographic entity), is not clearly or adequately represented in the textbooks”, it is, as such, not represented at all, let alone recognized. In the more than 100 textbooks surveyed by CMIP, including the many maps that they contain (as to which see below), the name “Israel” is mentioned three times only, all in connection with the Oslo process<sup>11</sup>, whereas the only mention of “The Jewish State” as such is not in a textbook, but in an Atlas, authorized for use in Palestinian schools, which contains historical maps of the conflict showing the partition plans of 1937 and 1947 and the cease-fire lines of 1949<sup>12</sup>.

---

<sup>11</sup> National Education, Grade 6 (2000), p. 23 and The Palestinian Society – Demographic Education, Grade 11 (2000) pp. 22 and 131 (PA 1 Page 64).

<sup>12</sup> Atlas of Palestine, The Arab Homeland and the World, (2002) p. 5 (PA 3 Page 23). In the map of the 1937 partition plan there is reference to the Arab and Jewish zones.

The description of the failure in so many textbooks to mention the existence of Israel as a political and geographic entity merely as a failure to “clearly or adequately” represent it is at best a gross understatement – by the same logic a murderer may be described merely as one who has failed to adequately respect the human rights of his victim. Although IPCRI refers to the circumlocutions – “Land inside the Green Line,” “the Land of 1948,” “the interior” etc. – employed in the textbooks, to avoid mentioning Israel and its territorial sovereignty by name, it has not found it necessary to draw any conclusions from their use nor has it seen that they are of a piece with the “appropriation” of sites and areas inside pre-1967 Israel as Palestinian.

Explaining away each individual case by drawing distinctions between historical, geographical, geological and topographical entities, on the one hand, and current political entities, on the other, is to attribute to Palestinian schoolchildren a degree of sophistication and powers of differentiation that it is doubtful that any schoolchild of similar age possesses. But more than this, it is to ignore the picture as a whole, namely that in all the textbooks there is not one single mention of the political fact of the State of Israel’s existence and sovereignty. The area between the river and the sea remains an unpartitioned whole, inviolably Palestine, in which no foreign sovereignty is recognized.

To suggest that the aims of the Palestinian curriculum “are not to be construed as denying others, particularly Israelis, the right to a secure and peaceful existence” (page 37) or that the showing of a continuous Arab presence in the region by some textbooks “does not necessarily constitute a challenge to Israel’s biblical and modern claims of presence in the region” (page 38) can only be described as disingenuous (and in the second case logic chopping) in the light of the textbooks’ description of the Jews/Israelis as invaders and usurpers and the denial of their right to any part of historical Palestine.

## JEWS AND JUDAISM IN HISTORICAL LIGHT

A

| CMIP                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | IPCRI                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Finding</b></p> <p><b>“The Jews as a People</b><br/>Reference to the Jews is minimal and does not provide the pupils with at least a basic knowledge of Jews and Judaism as one of the three monotheistic religions. There are several generalizations attributing traits of trickery, greed, and barbarity to the Jews, and insinuations that they do not keep agreements and treaties as Muslims do.”<br/>PA 1 Page 11</p> <p>“The present textbooks, like the ones already studied in the former report, do not provide the student with scholarly information about the Jews, their history or their religion. Beyond that the trend of presenting the Jews negatively still continues. The books surveyed for the former report mention traits such as trickery, greed and barbarity, and insinuate that Jews do not keep agreements and treaties as Moslems do. In the newly received textbooks, there are only two references to the Jews both appearing in one book and both negative. They focus on the relations of the Jews with Jesus but avoid any presentation of the Jews, even in this context, as having a legitimate part in Jerusalem’s history.”<br/>PA 2 Page 3</p> <p>“The Jews are mentioned several times, mostly unfavorably, in historical contexts.”<br/>PA 3 Page 4</p> | <p>“There are several references to Jews relating to the life and death of Jesus Christ. Jews are also presented in reference to Jesus’ teachings on marriage and divorce in the Jewish and Christian traditions. These instances reflect that state of affairs that prevailed in the Holy Land at the time of Jesus, especially as it related to religious and social sects, such as the Sadducees and the Pharisees.”<br/>Page 8</p> <p>“There is very little mention of the Jews, in general. However, when mentioned, references are usually positive. Several references are made to both Jews and Christians as part of “the People of the Book.” References are made to their prophets, messengers and apostles that are also revered by Muslims (National Education, Grade 2, Part 1, pp. 8,10; National Education, Grade 7, p. 54).</p> <p>There is clearly an avoidance of dealing with Jewish-Islamic relationships (especially in the Prophet Muhammad’s relationship with the three Jewish tribes--Bani Nadir, Bani Qurayzah, Bani Qunuqa) -- in and around Medina) in negative contexts. Only tolerant and positive aspects of the historical relationship are presented. The textbooks highlight the peaceful agreement reached between the Muslims and the three Jewish tribes living in Medina/Yathreb and Khaibar (Islamic Education, Grade 7, p. 74).</p> <p>There is also a positive reference to Jews and Muslims as being members of “one Umma” (community) and to the Jews as people who did not convert to Islam but did not oppose it or fight against it (pp. 75-77).</p> <p>Another positive reference that shows tolerance towards Jews and Judaism is reflected in an agreement they reached to the effect that any dispute between</p> |

|  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|--|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | <p>Muslims and Jews would be resolved by reference to the Torah and the Qur'an.</p> <p>Judaism is not mentioned as one of the religions of the past and present-day communities of the region. In the Christian religious education textbooks, the other monotheistic religions are referred to without identifying them.</p> <p>A number of verses in the Koran and "Hadith" (sayings) of the Prophet Mohammad make reference to Jews and Christians, most notably to Jewish prophets that are revered by Muslims and Christians (Abraham, Omran, Moses, David) alike, and to Jesus Christ and Mary (Islamic Education, Grade 3, pp. 5, 6, 15, 20, 23, 88).</p> <p>References are made to the prophets and messengers of Judaism in the form of lessons that retell their mission (Abraham's story, Islamic Education, Grade 3, pp.7-11); lessons on belief in all the messengers and prophets of God and in their holy books (Islamic Education, Grade 3, pp. 15-18; Islamic Education, Grade 7, p. 40); complete Sura (The Family of Imran, Moses' father), Al-A'raf (the wall between Heaven and Hell).</p> <ul style="list-style-type: none"> <li>• The Jews of medieval times are presented only in the religious context in as much as they related to Islam. Some of the religious texts cited carry indirect references to Jews, Christians and non-believers as hypocrites. There is also a reference in which Muslims are urged to collect and codify the Qur'an for fear that it would be "altered" or "distorted" the way the other holy books (the Old and New Testaments) were (Religious Education, Grade 7, p. 9).</li> </ul> <p>There are several instances in which Jews are presented in religious contexts and in instances that relate to the agreements made between the Muslims of Medina and the Jewish community there.</p> <ul style="list-style-type: none"> <li>• There is no account of the Jews' historical presence in the region or their contributions to its development and to humanity (culturally, religiously, scientifically, educationally, artistically, etc.).</li> </ul> |
|--|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|--|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | <ul style="list-style-type: none"> <li>• There are several references to Jews relating to the life and death of Jesus Christ. Jews are also presented in reference to Jesus' teachings on marriage and divorce in the Jewish and Christian traditions. These instances reflect that state of affairs that prevailed in the Holy Land at the time of Jesus Christ, especially as it related to religious and social sects such as the Sadducees and the Pharisees.</li> <li>• There are no overt references to Jews as "the evil enemy" or as being "treacherous." These representations were previously made in the ancient historical context of the dispute between Muslims and Jews at the time of the Prophet Mohammad.</li> <li>• As part of Ahl al-Kitab (the People of the Book) and in reference to the composition of Islamic society, especially in the early days of Islam in Medina. Other implicit references to Christians and Jews are made in relation to the composition of the Arab/Islamic communities in Spain (Al-Andalus).</li> </ul> <p>It is noted that the Prophet Mohammad's urged his followers to learn foreign languages and asked one of them (Hassan Ibn Thabet) to learn the language of the Jews (History, Grade 8, pp. 92-3).</p> <p>The role of non-Arabs and non-Muslims in the development of Islamic and Arab civilization is not highlighted, although Jews and Christians were instrumental in the development of Islamic civilization."</p> <p>Pages 31-33</p> |
|--|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

## B

### Common Sources Quoted or Referred to

"The Divine Books

The holy Qur'an mentions the following Divine Books:

The Leaves of Abraham, may peace be upon him...

The Torah [which] was sent down to Moses, may peace be upon him, for the guidance of the Children of Israel.

Psalms [which] were sent down to David, may peace be upon him, in which there are spiritual counsels and directives for the Children of Israel.

The Gospels [which] were sent down to Jesus, may peace be upon him, for the guidance of the Children of Israel...

The holy Qur'an [which] was sent down to our Prophet Muhammad in order to call upon all the people to worship God. This is the last of the Divine Books..."

**Islamic Education, Grade 3, Part 1, p. 20**

PA 3 Page 7

"Complete the following phrase:

- The Divine Book that the Jews believe in is the .....
- The two Divine Books that the Christians believe in are the ....
- The Divine Books that the Muslims believe in are ...."

**Islamic Education, Grade 3, Part 1, p. 23**

PA 3 Page 8

"He [i.e., the Prophet Muhammad] advised Zayd Bin Thabet to learn the Jews' script."

[Cf reference to same incident in *History of the Arabs and Muslims, Grade 6 (2000) p.133 (PA 1 Page 11) to which has been added, "in order to be safe from their trickery"]*

**History, Grade 8, p. 92**

PA 3 Page 13

"The Messenger of God organized the relationship between the Muslims as a nation apart and the Jewish tribes who lived in Medina and its surroundings. These tribes did not welcome the immigration [*Hijrah*] of the Messenger of God and the Muslims from Mecca to Medina but they did not show any opposition or controversy [either]. In the document between him and them he left them with absolute freedom regarding their religion and property. Among the most important clauses that appear in that document [are the following ones]:

The Jews have their own religion and the Muslims have their own religion.

They must support one another against anyone who fights against the people of this document or against anyone who attacks Yathrib [Medina]..."

**Islamic Education, Grade 7, Pt. 1, p. 75**

PA 1 Page 11

"Homework: The Messenger strove to established good and clear relations between the [Muslim] Immigrants [*Muhajirun* - from Mecca] and the [muslim] Supporters [*Ansar* - of medina] on one hand and the polytheists and the Jews [i.e., the non-Muslim inhabitants of Medina] on the other hand. Resort to the books of the *sirah* [Muhamad's biography] and write a report about the attitude of the Jews towards that relation."

**Islamic Education, Grade 7, Pt. 1, p. 77**

PA 1 Pages 11-12

## C

### Sources Referred to by IPCRI, but not quoted by CMIP

National Education, Grade 7, p. 54 [*References to Abraham and Moses*]

National Education, Grade 2, Pt. 1, pp. 8, 10

National Education, Grade 7, p. 74

Islamic Education, Grade 3, pp. 5, 6, 15, 88

Islamic Education, Grade 3, pp. 7-11, 15-18

Islamic Education, Grade 7, p. 40 (The IPCRI Report does not specify the part.)

Islamic Education, Grade 7, p. 74 (The IPCRI Report does not specify the part.)

Christian Education, Grade 7, p. 9 (Referred to as Religious Education in the report)

## **D**

### **Relevant Sources quoted by CMIP, but not referred to by IPCRI**

“Yathrib [today’s Medina] was established in an agricultural oasis, north of Mecca. The two tribes of Aws and Khazraj dwelt in it. Jewish tribes settled there [as well] and were active in agriculture and [other] vocations.”

**History of the Arabs and Muslims, Grade 6, p. 11**

PA 1 Page 11

“The Second Unit: The Emergence of Islam

The Unit’s Goals: ...

6. Comparing the position of Muslims and Jews in keeping agreements and treaties.”

**History of the Arabs and Muslims, Grade 6, p. 24**

PA 1 Page 11

“The Messenger [Muhammad] ordered Zayd Bin Thabet to learn the Jews’ language in order to be safe from their trickery.”

*[Cf reference to same incident in History, Grade 8, Part 2 (2002) p.55 (PA 3 Page 13) from which the last part has been omitted]*

**History of the Arabs and Muslims, Grade 6, p. 133**

PA 1 Page 11

“[Caliph] al-Ma’mun used to respect the Jewish and Christian scientists and be affectionate towards them in his company because of their education in the Arabs’ language and [because of] their knowledge of the Greek language and its literature. They translated books of philosophy, history, geometry and other [books].”

**History of the Arabs and Muslims, Grade 6, p. 134**

PA 1 Page 12

*[Rachel’s tomb is presented as]* “The Mosque of Bilal Bin Rabbah\* (Bethlehem).”

*\* Bilal Bin Rabbah was one of Prophet Muhammad’s companions.”*

**National Education, Grade 7, p. 54**

PA 1 Page 19

“From the Holy Bible: The Sentence of Jesus

Pilate ordered Jesus to be flagellated, perhaps the Jews may be content with that, but they cried “crucify him, crucify him”. Then he handed Jesus over to them. They put on his head a crown of thorns, let him carry a cross, made him walk to the Golgotha hill and crucified him between two criminals. And they were mocking him while he was on the cross.”

**Christian Education, Grade 2, p. 59**

PA 2 Page 3

“From the Holy Bible: The Christian Marriage

One day the Pharisees came to Jesus and asked him in order to test him: ‘Is it lawful for a man to divorce his wife?’ He said to them: ‘What did Moses order you?’ They said to him: ‘Moses

permitted divorce.’ He said to them: ‘Because of your rough hearts he wrote you this instruction...’

[*One of the questions following that passage reads:*]

“3. Why did Moses allow the Jews to divorce?”

**Christian Education, Grade 2, pp. 43, 45 respectively**

PA 2 Page 4

“This text depicts the heroism and bravery of Moses’ mother facing the trial she was subjected to with her newborn child at the hands of the Pharaoh, who rose in the land of Egypt, became a tyrant and turned its people into factions and groups in his service. He deemed the Children of Israel weak and began slaughtering their newborn children, because some of the priests had said to him: A baby would be born to the Children of Israel [who] would be the cause of your reign’s end.”

**Reading and Texts, Grade 8, Part 2, p. 81**

PA 3 Page 12

“When Jesus was born in Bethlehem of Judea in the days of King Herod, Magi from the east came to Jerusalem saying: ‘Where is the newborn King of the Jews? We saw his star in the east and have come to bow down to him’.”

**Christian Education, Grade 3, p. 90**

PA 3 Page 12

“The Samaritans are a group who lives in Samaria. There was severe enmity between them and the Jews.”

**Christian Education, Grade 3, p. 55**

PA 3 Page 12

“The doors were closed as the Disciples were gathered because of the[ir] fear of the Jews.”

**Christian Education, Grade 3, p. 86**

PA 3 Page 12

“The Disciples were extremely fearful and frightened and they closed the doors. Why [did] all this fear [exist]?”

**Christian Education, Grade 3, (Question) p. 87**

PA 3 Page 12

“The Jews were observing the holiness of the Sabbath. They made it a day of rest and prayer and prevented any work on it. They prevented even good works on it. By healing the sick man on the Sabbath, Jesus taught us that doing good works is an obligation upon us every day...”

**Christian Education, Grade 3, p. 88**

PA 3 Page 12

“The Messenger [i.e., Prophet Muhammad] decided, following his return to Medina from the battle of Uhud, to do something that would raise the Muslims’ morale and cast fear in the hearts of the Jews and the hypocrites.”

[*The hypocrites – those in Medina who outwardly embraced Islam, while having remained hostile to Muhammad.*]

**(Islamic Education, Grade 8, Pt. 2, p. 53**

PA 3 Pages 12-13

“Activity

The teacher will discuss with the students the [Prophet’s] raid against the [Jewish] tribe of the Qaynuqa’...”

*[There is no text about this issue in the book to which the student can refer.]*

**Islamic Education, Grade 8, Pt. 2, p.46**

PA 3 Page 13

“Activity

The teacher will discuss with the students the [Prophet’s] raid against the [Jewish] tribe of Nadir...”

*[There is no text about this issue in the book to which the student can refer.]*

**Islamic Education, Grade 8, Pt. 2 p. 55**

PA 3 Page 13

“It is forbidden in Koran commentary to rely on traditions and stories found amongst other nations, like the Jews. These [traditions] are known as Israeliat and it requires research and examination since they very often contain misleadings and fables.”

**Islamic Education, Grade 8, Pt. 1, p. 6**

PA 3 Page 13

***JEWS IN MODERN HISTORY***

**A**

| CMIP                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | IPCRI                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Finding</b><br>“Reference to the Jews is minimal and does not provide the pupils with at least a basic knowledge of Jews and Judaism as one of the three monotheistic religions. There are several generalizations attributing traits of trickery, greed, and barbarity to the Jews, and insinuations that they do not keep agreements and treaties as Muslims do.”<br>PA 1 Page 11<br><br>“Although they acknowledge Jewish ancient history in the land, the Palestinian textbooks ignore the historical links of the Jews to Palestine from the Roman period onwards. The return of the Jews to Palestine since the 16 <sup>th</sup> century is described as infiltration. The Jews do not “deserve” Palestine. Jews are not counted among its inhabitants. Jewish holy places in Palestine are ignored or presented as Muslim holy places usurped by the Jews. The Jews’ language - Hebrew - is not considered one of the languages of the land and is portrayed as a dialect.” | “The Jews of modern days are mentioned in the narration of some historical incidents that transpired in the first half of the 20 <sup>th</sup> century (e.g., the British Mandate, Jewish immigration to Palestine in the late 19 <sup>th</sup> century and first half of the 20 <sup>th</sup> century, War of 1948, the Massacre of Deir Yasin). The image of Jews who immigrated to Palestine is reflected in negative light (invaders, etc.). Their goal was to liquidate Palestinians and expel them from their land (National Education, Grade 7, p. 20). References are also made to the “Zionist Terror Organization” in the context of reviewing the 1947-48 Arab-Israeli War (National Education, Grade 7, p. 21).<br>Israel and the Israelis are accused of stealing the Palestinian national heritage and culture and of claiming some of its features (songs, food, etc.) as Jewish (National Education, Grade 7, p. 55).<br>The Jewish presence in the State of Israel is |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>PA 1 Page 13</p> <p>“The term “Palestine” in the Palestinian textbooks refers to the whole area stretching between the Jordan River and the Mediterranean Sea, including the territories of the State of Israel. In ... [a] chart enumerating the inhabitants of this area today, one finds Israel’s Arab population and even the Palestinians living abroad, but not the 5.5 million Jewish inhabitants...</p> <p>The only mention of the Jewish population in the region is to explain its increase as a result of immigration, ignoring natural growth.”</p> <p>PA 1 Page 15</p> <p>“The Jewish presence in the country is ignored as well in all the maps where cities established by Jews, such as Tel Aviv, never appear. This is also the case with roads and railroads constructed by Israel...</p> <p>Tel Aviv, Netanya and large cities established by the Jews do not appear on any map <i>[in PA 1. Cf PA 3 Pages 20 and 35 where they do appear]</i>.”</p> <p>PA 1 Page 16</p> <p>“The railroad to Beer Sheba and Dimona is absent from the transportation map as well as the ports of Ashdod and Eilat <i>[in PA 1. Cf PA 3 Pages 20 and 35 where towns do appear]</i>.”</p> <p>PA 1 Page 17</p> <p>“There is a case where the Hebrew part of an inscription is deleted from a stamp of British Mandate Palestine and another case where the Hebrew language is referred to as a dialect.”</p> <p>PA 1 Page 20</p> <p>“The stamp in the Palestinian textbook bears inscriptions in English and Arabic only, whereas the original one – like all other official documents of the Mandate Government of Palestine – bore inscriptions in the three official languages of that time, namely, English, Arabic and Hebrew...”</p> | <p>ignored as it relates to the names of cities, towns and communal settlements.</p> <p>Zionism (the Jewish national movement in modern times) is mentioned in several locations in the textbooks. In a few instances, the references are negative but there are some instances in which Zionism is mentioned without any comments or elaboration.</p> <p>Inscriptions in Hebrew are omitted, e.g., on a stamp of Palestine from the British Mandate period (National Education, Grade 2, Part 1).</p> <ul style="list-style-type: none"> <li>• Some of the cities, historical sites/archaeological sites, geographical features in Israel proper are mentioned, in the context of recent history, and are defined as Palestinian.”</li> </ul> <p>Page 33</p> |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |  |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <p>PA 1 Page 21</p> <p>“Zionism, the Jewish national movement in modern times, is referred to in the textbooks several times, almost always in a negative context. The sole exception is ... [one] quote which just mentions it, with no further elaboration... This is the only reference to Zionism in the book and no other information about Zionism is given to the student.”</p> <p>PA 1 Page 22</p> <p>“Besides the general accusation against the Jews that they have taken over the Palestinians' land, there are several negative images of the Jews used in the textbooks, such as “Tartars”, oppressors, robbers and slaughterers. The Jews are described as people who understand force only and do not hesitate to shoot peaceful travelers. They are depicted as being as dangerous as hyenas.”</p> <p>PA 3 Page 13</p> <p><u>“Zionism</u></p> <p>The Jewish national movement is hardly discussed, but the two references to it in the books are negative.”</p> <p>PA 3 Page 15</p> |  |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|

## B

### Common Sources Quoted or Referred to

“The first wave of Jewish settlers from Russia arrived in Palestine in 1882 and the second wave was in 1905. The coming of the Jewish throngs to Palestine continued until 1948 and their goal was taking over the Palestinian lands and then taking the original inhabitants’ place after their expulsion or extermination.”

**National Education, Grade 7, p. 20**

PA 1 Page 12, 14 and 24

“The Zionist colonial greedy ambitions in Palestine began in the year 1882. These greedy ambitions increased after the convention of the first Zionist congress in the city of Basel in Switzerland in the year 1897, as this congress, headed by Theodor Herzl, encouraged immigration to Palestine... The Zionist greedy ambitions increased [further] with the support of British imperialism, as the foreign minister of Britain, Lord Balfour, issued his declaration on November 2, 1917, which called for granting the Jews a national home in Palestine.”

**National Education, Grade 7, p. 20**

PA 1 Page 22

“The Palestinian resistance in 1947-1948, following the resolution to partition Palestine into an Arab state and a Jewish one. This resolution was issued by the United Nations on November 29, 1947. Among the most famous battles fought by the Palestinians is the battle of al-Qastal... in addition to battles in the other Palestinian places. Following these battles, the Zionist terrorist organizations forced thousands of Palestinians to leave their country under the threat of arms, which led to the creation of the refugee problem.”

**National Education, Grade 7, p. 21**

PA 1 Page 26

“The attempts to obliterate the Palestinian heritage... such as changing the names of Palestinian villages, cities, places and topographic objects into Hebrew names, like the ‘Awja river whose name has become Yarkon... [and] taking over some of the Palestinian popular costumes and embroidery and presenting them at international fashion exhibitions as Israeli heritage and costumes...”

C. Attempts at obliterating the artistic [Palestinian] heritage [by Israel], such as:

1. transplanting the genuine Arabic songs and melodies into the Hebrew dialect [*lahjah*], or mixing them with Hebrew songs, such as the song ‘*Alluma ‘alluma*’.”

**National Education, Grade 7, p. 55**

PA 1 Page 34

“[Israeli] attempts at obliterating the artistic [Palestinian] heritage:

...Setting fire to the antique pulpit of Saladin in the al-Aqsa Mosque.\*

“Destruction and theft of Arabic and Islamic manuscripts, especially at the al-Aqsa Mosque.”

*\*In 1969 a mentally-ill Christian Australian tourist set fire to the al-Aqsa Mosque and burned the said wooden pulpit.” ...*

**National Education, Grade 7, p. 55**

PA 1 Page 35

“ Exercise 2: Draw a line between the word and the picture. Jebus, Gaza, Land of Canaan.

[The three pictures are of a postage stamp showing the Dome of the Rock, a port and the Dome of the Rock with surrounding countryside.]”

**National Education, Grade 2, pt 1, p. 7**

PA 1 Page 20

## **D**

### **Relevant Sources quoted by CMIP, but not referred to by IPCRI**

“1. Mention the attitude of the Ottoman State towards the greedy ambitions of the Jews regarding Palestine.”

**National Education, Grade 7 (Homework), p. 22**

PA 1 Page 12

“The Jews saw her [a Palestinian teacher who helped the injured people in the village of Deir Yassin in the war of 1948] from afar saving an Arab youth, so they directed their fire towards her. A fatal bullet hit her and she fell as a martyr among the martyrs of Deir Yassin.”

**Our Beautiful Language, Grade 7, Pt. 1, p. 95**

PA 1 Page 12

“The submission of Palestine to the British Mandate at the beginning of the last century brought about the increase of the Palestinian industry’s backwardness as a result of putting obstacles such as: ...

4. the Jewish competition.”

**Geography of Palestine, Grade 7, p. 60**

PA 1 Page 12

“The Jewish infiltration into Palestine began [long] before the emergence of the Zionist political movement following the first Zionist Congress that was convened in the city of Basel in Switzerland in 1897. The first of these infiltrations took place at the beginning of the Ottoman rule in Palestine [in the 16<sup>th</sup> century] and brought about the formation of a Jewish community in the country. Most of it settled in the city of Jerusalem.

“The number of Jews in Palestine was estimated in 1837 at about 1500. In 1860 their number became about 15 thousand. In 1881 their number reached approximately 22 thousand and most of them were concentrated in Jerusalem. The abominable British Mandate and the unfortunate Balfour Declaration supported the Jewish immigration to Palestine and in 1944 the number of Arab inhabitants reached 1,363,387 and that of the Jews – 614,229.”

**The Palestinian Society – Demographic Education, Grade 11, p. 21**

PA 1 Pages 13-14

“Let us clarify the development of the Jewish immigration to Palestine in the 19<sup>th</sup> and 20<sup>th</sup> centuries, demonstrating the role of the British Mandate in this respect.”

**The Palestinian Society – Demographic Education, Grade 11, (Homework) p. 37**

PA 1 Page 14

“...collective immigration that is politically oriented with the objective of realizing planned goals and purposes, such as the immigration of the Jews of the world to Palestine.”

**The Palestinian Society – Demographic Education, Grade 11, [Taken from “Zionism”] p. 34**

PA 1 Page 14

“The Balfour Declaration fits the saying ‘the one who does not own gave to the one who does not deserve.’ Comment on this saying.”

**National Education, Grade 7, p. 22**

PA 1 Page 14

“The Inhabitants of Palestine on 1.2.1999

|                                      |           |       |
|--------------------------------------|-----------|-------|
| 1. The West Bank                     | 1,973,000 | }     |
| 2. Gaza                              | 1,113,000 | } 36% |
| 3. The Palestinians of the Interior* | 1,094,000 | 13%   |
| 4. The Palestinians of the Diaspora  | 4,419,000 | 51%   |
| Total:                               | 8,598,000 | 100%  |

*“\*The term “the interior” [al-dakhel] is commonly used by the Palestinians to denote the territory of the State of Israel without having to name it as such. The expression “the Palestinians of the interior” refers to the Arab citizens of Israel.”*

**National Education, Grade 6 (2000), p. 11**

PA 1 Page 15

“Immigration constitutes the fundamental factor of the Jewish population growth in Palestine.”

**Principles in Human Geography, Grade 6, p. 23**

PA 1 Page 15

“The Jewish settler immigration.”

**The Palestinian Society – Demographic Education, Grade 11, p. 9**

PA 1 Page 15

“Unit 1: The Palestinian Society

Goals of the Unit: ...

1. Understanding the following concepts and terms: natural borders, Zionism, ...”

**National Education, Grade 6, p. 2**

PA 1 Page 22

“The Palestinians resisted the British occupation of Palestine, which started in 1917, with several revolts, protesting the British practices and the Zionist greedy ambitions... [In 1948] the Zionist terrorist organizations forced thousands of Palestinians to leave their country under the threat of arms, which led to the emergence of the refugee problem.”

**National Education, Grade 7, p. 21**

PA 1 Page 22

“At that time the dream of Israel and Zionism became realized, as the United Nations Organization decided to partition Palestine in 1947 into two states: Arab and Jewish. It was accompanied by Britain’s notification of ending its Mandate over Palestine on the 15 of May 1948, after it had enabled the Jews to control and seize 77% of Palestine’s area in the war of 1948 and to expel half of its Arab population.”

**The Palestinian Society – Demographic Education, Grade 11, p. 21**

PA 1 Page 22

“[The village of] al-Qastal faced Zionist aggression [in 1948]...”

**National Education, Grade 7, p. 23**

PA 1 Page 22

“The occupation of the West Bank and the Gaza Strip in 1967 brought about the fall of the whole of Palestine under Zionist control.”

**The Palestinian Society – Demographic Education, Grade 11, p. 21**

PA 1 Page 23

“Earnest work to protect the cultural identity of the Palestinian people against the Zionist assaults...”

**National Education, Grade 7** (quoting from the resolutions of the Islamic Organization for Education, Science and Culture), **p. 57**

PA 1 Page 23

“The Jews have been occupying our land for a [certain] time.”

**Reading and Texts, Grade 8, Pt. 2, p. 59**

PA 3 Page 13

“He had land and an olive tree

And a grapevine, a courtyard and a house

And when the vessels of age brought him to the shores of tranquility

And he dug his grave on the top of the hills  
The Tartar battalions burst out  
And chased him away from his sad land”

*[Appears to relate to the war in 1947-1949]*

**Reading and Texts, Grade 8, Pt. 1, (“Three Pictures from Gaza”) p. 56**

PA 3 Page 14

“O brother, the oppressors have exceeded all bounds and *Jihad* and sacrifice [*fida*] are necessary

Shall we let them rob Arabdom of our forefathers’ glory and dominion?

As but with the swords’ clatter they answer our voice

...O brother, we have a sister in Jerusalem for whom the slaughterers have prepared the[ir] knives”

*[Appears to relate to the war in 1947-1949]*

**Reading and Texts, Grade 8, Pt. 1, (“Palestine”) p. 77**

PA 3 Page 14

“1. Who are the oppressors that are meant by the poet?

3. What makes the enemies comply with the Arab demands?”

*[Appears to relate to the war in 1947-1949]*

**Reading and Texts, Grade 8, Pt. 1, (Questions, “Palestine”) p. 79**

PA 3 Page 14

“The poet describes Jerusalem as a sister of the Arabs and the Muslims, but the enemies sharpen their knives to slaughter her.”

**Reading and Texts, Grade 8, Pt. 1, (“Palestine”) p. 80**

PA 3 Page 14

“Soon darkness will vanish, dawn will cast [its] light and the wild animals will flee to their dens. Soon the [Jewish] settlement’s tractors will set out to plough the land. What a situation they [i.e., the Arab driver and the passenger in the story] will face if seen by the Jews of the settlement who will not hesitate to shoot anyone on the road.”

**Reading and Texts, Grade 8, Pt. 1, (“The Road to Tiberias”) p. 134**

PA 3 Page 14

“2. What did Abd al-Karim mean by saying: ‘there is nothing crueller than the wild beasts of the jungle, except human wild beasts’?

3. I will explain how the conflict [referred to] in the text is based on the danger faced by the driver and the passenger from... the Jews on the one hand and... the hyenas on the other hand.”

**Reading and Texts, Grade 8, Pt. 1, (Questions, “The Road to Tiberias”) p. 137**

PA 3 Page 14

“The fire of Zionist crime has mowed the Palestinian land.”

**Reading and Texts, Grade 8, Part 2, p. 27**

PA 3 Page 15

“The Zionists settle in the Palestinian land after its seizure from its owners.”

**Reading and Texts, Grade 8, Part 2, p. 28**

PA 3 Page 15

## E

### Observations on IPCRI Report by CMIP

Although IPCRI deals in an objective manner with the various phenomena it quotes, by dealing with them piecemeal and studiously refraining from drawing conclusions, it ignores the tendency present in the sum of them. As a result, the implicit denial of the legitimacy of Jewish claims to the land, or part of it, and of the existence on it of the State of Israel is not found worthy of mention.

### JEWISH HOLY SITES

#### A

| CMIP                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | IPCRI                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Finding</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <p>“Jewish holy places in Palestine are ignored or presented as Muslim holy places usurped by the Jews.”<br/>PA 1 Page 13</p> <p>“The holy places in Palestine are exclusively Christian and Muslim. No Jewish holy places are mentioned as such in the Palestinian textbooks. The ones that are mentioned are presented as Muslim holy places threatened by Judaization.</p> <p>[There] are two sections of a chapter about the holy places in Palestine [<i>National Education, Grade 7, pp. 64 and 67</i>]. There is no third section about the Jewish holy places in the country.”<br/>PA 1 Page 17</p> <p>“The Machpelah sanctuary is holy to the Jews as well, which is not mentioned here. Rather, the Jews are accused of attempting to Judaize Muslim holy places.”<br/>PA 1 Page 18</p> <p>“The Palestinian textbooks refer to the Jewish holy places in the Holy Land as Muslim holy places only and consider the Jews’ worship there as an attempt to Judaize them.</p> | <p>“It does not deny the Israeli and Jewish character of, for example, the Jewish holy places or Jewish history in the city, but does seem to ignore their existence or their importance to Jews and to the State of Israel.”<br/>Page 7</p> <ul style="list-style-type: none"> <li>• “Holy sites in Palestine do not include those of Jews except for ones that are holy to both Muslims and Jews (Al-Buraq Wall/the Wailing Wall, the Sanctuary of Abraham/Al-Haram al-Ibrahimi as-Shareef, Jacob’s Well and Joseph’s Tomb).</li> <li>• When mentioned, no reference is made to their significance to the Jewish tradition (<i>National Education, Grade 7, pp. 67-9, 83</i>).</li> <li>• Jewish holy sites are presented and referred to in historical and religious contexts (as they relate to the life of Jesus Christ).</li> <li>• In listing the historical and archeological sites in Jerusalem, reference is made to Greek, Roman, European/Crusader/Christian and Islamic sites. No reference is made to Jewish holy or archeological sites (<i>National Education, Grade 7, pp. 72-3</i>).</li> <li>• The instructional objectives of a unit on “I and the Others” focus on equipping</li> </ul> |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                 |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>The al-Buraq Wall referred to below, to which the Prophet Muhammad tied his heavenly beast, al-Buraq, while ascending to Heaven according to Muslim belief, is the Wailing Wall, the only visible remnant of the Jewish Temple, destroyed by the Romans in AD 70. It has been the holiest place of worship for the Jews since then.</p> <p>The Mosque of Abraham is the Tomb of the Patriarchs (the Machpelah sanctuary), holy to both Jews and Muslims. In the past Jews were forbidden to enter it. Now it is open to both Muslims and Jews.</p> <p>The Mosque of Bilal Bin Rabbah, one of Prophet Muhammad's Companions, is actually Rachel's Tomb in Bethlehem, a place holy to the Jews. Until recently the Palestinians themselves described the site as Rachel's Tomb, as indeed appears in a former Palestinian textbook from 1996 – Palestinian National Education, Grade 6, p. 89. In textbooks published now it is referred to as the Mosque of Bilal Bin Rabbah.”</p> <p>PA 1 Page 35</p> <p>“... the Jewish holy places in the country as such are still completely ignored.”</p> <p>PA 3 Page 4</p> <p>“The Jews' presence there [<i>Jerusalem</i>] and their historical religious and national connections with it are not mentioned, except for a brief reference to its being holy to "the three monotheistic religions".”</p> <p>PA 3 Page 4</p> <p>“In none of the Palestinian textbooks that have been published so far is there any specific reference to Judaism as one of the religions to which the country is considered to be holy. ... three quotations may well imply this, but fall short of mentioning Judaism by</p> | <p>students with skills and knowledge that relate to tolerance and nonviolence in the three monotheistic religions. Students are guided to visit holy places of the three traditions. No direct mention is made to the traditions although the reference is clear (National Education, Grade 6, p. 65).”</p> <p>Pages 33-34</p> |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                                                                                                                                                                                                                                                                                                                                                                                                               |  |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <p>name.”<br/>PA 3 Page 8</p> <p>“The holy places in the country which are mentioned, are recognized only as Muslim and Christian. There is no reference to Jewish holy places as such.”<br/>PA 3 Page 9</p> <p>“[A] quotation, although it mentions the Jewish Quarter of the Old City of Jerusalem, does not include the nearby Wailing Wall within the category of ‘Religious Sites’.”<br/>PA 3 Page 9</p> |  |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|

## B

### Common Sources Quoted or Referred to

“The Muslim Holy Places in Palestine”

**National Education, Grade 7, p. 67**

PA 1 Page 17

“C. The Sanctuary of Abraham

Abraham erected it. Within it there is the Cave of the Machpelah which includes the tombs of our lord Abraham and his wife Sarah, Isaac and his wife Rebecca, and Jacob and his wife Leah.”

**National Education, Grade 7, p. 68**

PA 1 Page 18

“Unit 3: We and the Others

Goals of the Unit: ...

B. On the Practical Level

1. Writing down evidence from the divine books which call for tolerance and reject violence and reading that to the students.
2. Visiting the religious places of the various religions and getting to know their organizations and their cultural and social activities.”

C. On the Moral Level

1. Opposing fanaticism phenomena of any form.
2. Respecting tolerant positions towards the other.”

**National Education, Grade 6, pp. 64-65**

PA 1 Page 61

## C

### Sources Referred to by IPCRI, but not quoted by CMIP

National Education, Grade 7, pp.72 - 73

National Education, Grade 7, p. 83

## **D**

### **Relevant Sources quoted by CMIP, but not referred to by IPCRI**

“The Christian Holy Places in Palestine”

**National Education, Grade 7, p. 64**

PA 1 Page 17

“Activity 3: We will collect photographs of the Muslim and Christian holy places in Palestine and assort them on a cardboard sheet.”

**National Education, Grade 6, p. 14**

PA 1 Page 18

“Jerusalem... is the focus of attention of the world because of the Muslim and Christian holy places there.”

**Geography of Palestine, Grade 7, p. 76**

PA 1 Page 18

“Activity 2: Let us prepare a report about the city of noble Jerusalem and the most important Muslim and Christian holy places there, based on one of the Internet sites, and read it to the students as one of the activities.”

**Civic Education, Grade 7, p. 37**

PA 1 Page 18

“The attempt to Judaize some of the Muslim religious places like the Mosque of Abraham [the Machpelah sanctuary] and the Mosque of Bilal Bin Rabbah.”

**National Education, Grade 7, p. 55**

PA 1 Page 18

*[Rachel's tomb is presented as]* “The Mosque of Bilal Bin Rabbah (Bethlehem)”

*[Bilal Bin Rabbah was one of Prophet Muhammad's companions.*

*In a previous textbook - Palestinian National Education, Grade 6 (1996), p. 89, this holy place was still called: “The Tomb of Rachel”]*

**National Education, Grade 7, p. 54**

PA 1 Page 19

“Several Palestinian, Arab and Islamic centers and associations are working for the revival of the Palestinian Arab heritage in order to safeguard the Arab character of Palestine, and of Jerusalem in particular. They have issued educational brochures and publications defending Palestine and its heritage, such as:

Al-Buraq Wall – The Wailing Wall [Ha'it al-Mabka]

The Mosque of Bilal Bin Rabbah – Rachel's Dome [Qubbat Rahil].”

*\*[According to Muslim belief, the Prophet Muhammad tied his heavenly beast, al-Buraq, to the Wailing Wall while ascending to Heaven during the night of al-Israa and al-Mi'raj. For the Jews, the Wailing Wall (Western Wall) is the only remaining part of their ancient Temple that was destroyed by the Romans in AD 70. As such, it is considered the holiest Jewish place of worship today.]*

**National Education, Grade 7, p. 56**

PA 1 Page 19

“The revolt of 1929 which is known as the *al-Buraq* Revolt in protest of the Jews’ attempts at controlling the al-Buraq Wall.”

**National Education, Grade 7, p. 21**

PA 1 Pages 19 and 35-36

“The attempts at Judaizing some of the Muslim religious places, such as the Mosque of Abraham in Hebron and the mosque of Bilal Bin Rabbah.”

**National Education, Grade 7, p. 55**

PA 1 Page 36

“Mention the names of mosques and Muslim and Christian religious places the character of which the Israelis have tried to change.”

**National Education, Grade 7, p. 56**

PA 1 Page 36

“Our country is considered to be holy for other religions. Do you know them?”

**Christian Education, Grade 3, p. 89**

PA 3 Page 8

“Mother Palestine, with whom the three heavenly [i.e., monotheistic] religions have connections...”

**Our Beautiful Language, Grade 3, Pt. 1, p. 14**

PA 3 Page 8

“What are the heavenly [i.e., monotheistic] religions that are connected with Palestine?”

**Our Beautiful Language, Grade 3, Pt. 1, (Question) p. 15**

PA 3 Page 8

“Palestine is part of this world... It has religious monuments for all the heavenly [i.e., monotheistic] religions, such as al-Aqsa Mosque, the Dome of the Rock and the Church of the Holy Sepulcher.”

**National Education, Grade 3, Pt. 1, p. 37**

PA 3 Page 9

“The religious holy places are considered a religious window that has tied Palestine to the world and made it an object of interest for those who believe in God from among the followers of the heavenly missions...”

“The city of Jerusalem...:

D. Al-Aqsa Mosque...

E. The Dome of the Rock...

F. The Church of the Holy Sepulcher...

“The city of Hebron: The Sanctuary of Abraham [Cave of the Patriarchs] is located there. It has been so named after our lord Abraham, may peace be upon him, who is buried there.

“The city of Bethlehem: The Church of the Nativity is located there...”

“Nazareth: The Church of Annunciation is located there...”

**National Education, Grade 3, Pt. 1, pp. 39-40**

PA 3 Page 9

“Activity: We will look at the following [city] map of [the] Old [City of] Jerusalem and answer the questions that follow it.

[Legend:]

Jerusalem

Sections of the Old City

Muslim Quarter

Jewish Quarter

Armenian Quarter

Christian Quarter

Religious Sites

The Dome of the Rock

Al-Aqsa Mosque

The Church of the Holy Sepulcher”

**National Education, Grade 3, Pt. 1, p. 42**

PA 3 Page 10

“The religious holy places are considered a religious window that has connected Palestine with the world and made it an object of interest for those who believe in God from among the followers of the heavenly [i.e., monotheistic] missions and a destination for pilgrims and tourists. Some of the most important of them [i.e., the holy places in Palestine]:

...

“Nazareth:

Within it the Church of the Annunciation is located...

“I will test myself

I will enumerate the religious holy places in Jerusalem, Hebron, Bethlehem and Nazareth.”

**National Education, Grade 3, Pt. 1, pp. 39-40**

PA 3 Page 24

*[a map and photographs of 5 holy places: Al-Aqsa (Jerusalem), Church of the Nativity (Bethlehem), Machpela [Cave of the Patriarchs] Sanctuary (Hebron) and the Church of the Annunciation (Nazareth)]* “I will connect the religious site to the city where it is located on the map.”

**National Education, Grade 3, Pt. 1, p. 43**

PA 3 Pages 24-25

**E**

**Observations on IPCRI Report by CMIP**

The distinction that IPCRI tries to draw between “ignoring” the Jewish significance of holy sites and the “denial” of that significance, even if the textbooks were to support the making of such a distinction, is artificial and is certain to be lost on schoolchildren. It is, however, clear that it is totally out of place in the light of such statements as: “Jerusalem... is the focus of

attention of the world because of the Muslim and Christian holy places there”<sup>13</sup>, the emphasis on Church and Mosque<sup>14</sup> and the failure to include the Western Wall in the religious sites of the Old City, which specifically mentions the Jewish quarter<sup>15</sup>, and, in particular, in light of the complaint in the textbooks that the Jews/Israelis are attempting to Judaize Muslim Holy sites<sup>16</sup>.

It is, furthermore, specious to state: “Holy sites in Palestine do not include those of Jews except for ones that are holy to both Muslims and Jews (Al-Buraq Wall/the Wailing Wall, the Sanctuary of Abraham/Al-Haram al-Ibrahimi as-Shareef, Jacob’s Well and Joseph’s Tomb)” while at the same time admitting: “When mentioned, no reference is made to their significance to the Jewish tradition.” It is not even arguably possible to describe statements such as “The attempt to Judaize some of the Muslim religious places like the Mosque of Abraham [the Machpelah sanctuary] and the Mosque of Bilal Bin Rabbah”<sup>17</sup>, merely as not making “reference to the sites’ significance to the Jewish tradition”. By claiming that the textbooks include those Jewish holy sites that are holy also to Muslims, when it is clear beyond any shadow of doubt that such inclusion is accompanied, not just by the omission to mention their significance to the Jews, but by a clear denial of that significance, IPCRI has blinded itself to the fact that as far as the textbooks are concerned, there are no Jewish holy sites, only Muslim holy sites that are being Judaized.

---

<sup>13</sup> Geography of Palestine, Grade 7, p. 76 (PA 1 p. 18)

<sup>14</sup> Reading and Texts, Grade 8, Part 1 (2002) pp. 77 and 80 (PA 3 p.42)

<sup>15</sup> (PA 3 p. 10)

<sup>16</sup> (PA 1 pp. 18-19, 35-36)

<sup>17</sup> National Education, Grade 7, p. 55 (PA 1 p. 18)

## JIHAD, FREEDOM AND MARTYRDOM

A

| CMIP                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | IPCRI                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Finding</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <p>“... the Feda’i and the Shahid are praised as the spearheads of this struggle. Palestinians hanged by British Mandate authorities for murders of Jewish civilians are presented as Shahids. ... Jihad continues to be glorified and martyrdom is praised, with special attention given to the martyrs of Palestine.”</p> <p>PA 1 Page 6</p> <p>“It should be noted that Sheikh ‘Izz al-Din al-Qassam and his companions’ activities during the first half of the 1930’s have become a widely accepted example of true Jihad and martyrdom, to be emulated by later generations – against Israel in particular.”</p> <p>PA 2 Page 15</p> <p>“As in the earlier textbooks, surveyed in the previous reports, Jihad and martyrdom – an integral part of Jihad - are exalted.</p> <p><u>Jihad</u></p> <p>Jihad is a holy war waged on behalf of Islam as a religious duty. It is presented as either a war against the infidels, i.e. non-Muslims, or a missionary effort. Jihad is ordered by God and rewarded by Him. As Holy War, Jihad's main purpose is making the Muslim nation strong and dreaded by its enemies and facilitating the spread of Islam, though not by force. Jihad also serves as a means of defending the oppressed against their oppressors. As such, Jihad is unlike an ordinary war fought by non-Muslims. Likewise, there is a big difference between non-Muslim warriors, who seek life, and Muslim Jihad fighters, who seek death.”</p> <p>PA 3 Page 50</p> <p>“A unique quotation standing apart and appearing to negate all others in this context is <i>[that in Linguistic Sciences,</i></p> | <p>“References to jihad and <i>shahadah</i> or <i>istishad</i> (martyrdom) are made in historical and modern contexts. References are made in militant as well as peaceful and constructive contexts. Along the same lines, the concepts of defending and liberating Palestine as the “homeland” are presented both in historical and present-day contexts (Crusaders, Ottoman Empire, British Mandate, and Israeli occupation). In several instances, jihad and martyrdom are presented both as a “religious” and a “national” duty. There are also few examples (linguistic and other) that praise the use of violence against others. These examples are present in the framework of talking about the duty to defend and liberate the homeland.”</p> <p>Page 8</p> <p>“Jihad and martyrdom are two concepts that appear frequently in different religious, militant and social contexts. In the Islamic tradition jihad implies more than a “Holy War.” It signifies a physical, moral, spiritual and intellectual effort. It is rich word with a wide range of connotations. One notices that jihad is not one of the pillars of Islam. It is not the central theme of the religion, despite the common view. Jihad, however, was and remains a duty for Muslims to commit themselves to a struggle on all fronts--moral, spiritual, and political--to create a just and decent society, where the poor and vulnerable are not exploited, in the way that God had intended man to live.</p> <p>In the Palestinian curriculum, jihad and martyrdom are presented as both a “religious” and a “national” duty. Jihad is referred to in several locations and in different respects:</p> <p>1) Peaceful</p> <ul style="list-style-type: none"> <li>• jihad as a search for wisdom and education</li> <li>• serving one’s parents and family (in the Hadith)</li> <li>• passive and peaceful resistance as in</li> </ul> |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><i>Grade 8, Part 2 (2002) p. 89 glorifying life rather than death]</i>"</p> <p>PA 3 Page 52</p> <p><u>"Martyrdom</u></p> <p>Martyrdom is actually an integral part of Jihad. The emphasis in the Palestinian school textbooks is put on the martyrs of Palestine, but an example of a case of martyrdom in early Islam is also given. In one instance, [<i>Linguistic Sciences, Grade 8, Part 2 (2002) p. 105</i>] martyrdom is portrayed as a wedding party."</p> <p>PA 3 Page 53</p> | <p>the cases of Gandhi and Nelson Mandela.</p> <p>2) Militant</p> <ul style="list-style-type: none"> <li>• Glorifying militant positions as in the case of jihad against the Crusaders (History of the Middle Ages, Grade 7, pp. 50-77).</li> <li>• War of Ramadan (October 1973).</li> <li>• In some references, the concept of "martyrdom" is mentioned, primarily as it relates to historical events (pre- and during the 1947-48 War). The majority of references to martyrs relate to those who lost their lives in defense of historical Palestine (against the British Mandate and during the 1947-48 War). Examples include National Education, Grade 6, pp. 15, 19 and National Education, Grade 7, p. 50. Limited references are made to recent martyrs of the Palestinian Resistance/PLO (e.g., Abu Jihad, Grade 6, p. 18).</li> </ul> <p>Pages 34-35</p> |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

## B

### Common Sources Quoted or Referred to

"Turn to the school library and write a report about the Muslims' struggle over Jerusalem with the other civilizations that succeeded one another in Palestine."

**History of the Middle Ages, Grade 7, p. 77**

PA 1 Page 69

"Let us mention the name of the Arab commander who fell as a martyr at Ya'bad in 1935 in his struggle against British imperialism."

**National Education, Grade 6, p. 15**

PA 1 Page 75

"Let us turn to the library and write down in our copybook the poem 'Red Tuesday' by Ibrahim Tuqan which talks about the three martyrs who were executed by Britain in 1929 – 'Ata al-Zir, Muhammad Jamjum, Fu'ad Hijazi."

**National Education, Grade 6, p. 19**

PA 1 Pages 76-77

"The commander 'Izz al-Din al-Qassam fell as a martyr while fighting against the [British] occupation, whereas the commander Khalil al-Wazir (Abu Jihad) fell as a martyr while fighting against the [Israeli] occupation."

**National Education, Grade 6, p. 18**

## C

### Sources Referred to by IPCRI, but not quoted by CMIP

History of the Middle Ages, Grade 7, pp. 50-76

National Education, Grade 7, p. 50

## D

### Relevant Sources quoted by CMIP, but not referred to by IPCRI

“*Jihad* comes first after worship.”

**Our Beautiful Language, Grade 6, Pt. 1, p. 20**

PA 1 Page 73

“Lord of the Martyrs”

The goals: Our dear students, may peace be upon you and God’s mercy and blessings. We expect you, after studying this unit, to realize the following goals:

... Glorification of the concept of martyrdom and martyrs.”

[\*“*Lord of the Martyrs*” is the title given to Hamzah Bin ‘Abd al-Muttalib, the first Muslim martyr.]

**Our Beautiful Language, Grade 6, Pt. 1, p. 46**

PA 1 Page 73

“The Martyr by ‘Abd al-Rahim Mahmud [Excerpts]

I shall carry my soul in my palm

And toss it into the abyss of destruction

By your life! I see my death

But I hasten my steps towards it

I see my death without my stolen right

And without my country as a desired one

Hearing [weapons’] clash is pleasant to my ear

And the flow of blood gladdens my soul

And a body thrown upon the ground

Skirmished over by the desert predators

Whose blood covered the land with crimson

And burdened the east wind with perfume

He fell asleep in order to dream the dream of eternity [i.e., Paradise]

And enjoy in it the loveliest visions

By your life! This is the death of men

And who asks for a noble death – here it is

I shall throw my heart at the enemy’s face

My heart is iron and my fire is a blaze”

**Our Beautiful Language, Grade 7, Pt. 1, p. 97**

PA 1 Page 73

“[Questions:]

1. Let us choose the right answer for the following:
  - A. the life desired by the poet is:
    1. A life of traveling and migration.
    2. A life of freedom and dignity.
    3. An ordinary life devoid of hardship.
  - B. What is meant by the phrase “a noble death” in the poet’s verse “And who asks for a noble death - here it is” is:
    1. Death as a result of a disease.
    2. A sudden death.
    3. Martyrdom in defense of the homeland.
2. The poet sees his death close, yet he hurries towards it. Why?
3. The poet has described the martyr’s body in the seventh and eighth verses. Let us clarify that.
4. What will the poet throw at the face of the enemy?
5. Why does the poet want to be a martyr?
6. The poet defined his attitude towards life and death in the poem. What is this attitude?”

**Our Beautiful Language, Grade 7, Pt. 1, p. 98.**

PA 1 Pages 73-74

“Let us connect between the name of the martyr in the first column and the place of his martyrdom in the second column:

|                              |                   |
|------------------------------|-------------------|
| Yusuf al-‘Azmah              | Libya             |
| <b>‘Izz al-Din al-Qassam</b> | Syria             |
| ‘Umar al-Mukhtar             | Morocco           |
| ‘Abd al-Karim al-Khitabi     | Egypt             |
| Suleiman al-Halabi           | <b>Palestine”</b> |

**Our Beautiful Language, Grade 6, Pt. 1, p. 52**

PA 1 Page 74

“In the history of Palestine there are many battles. Let us mention three of the martyrs of these battles.”

**Our Beautiful Language, Grade 6, Pt. 1, p. 52**

PA 1 Page 74

“Let us express [in writing]:

An event of martyrdom of a hero in the land of Palestine, using the following phrases: they have fulfilled what they had promised to God; they have stood the test; he is defending his religion and homeland; a bullet hit him in ...; he fell as a martyr; he watered the land with his pure blood.

The emotions of a mother whose son fell as a martyr on the soil of Palestine.”

**Our Beautiful Language, Grade 6, Pt. 1, p. 58**

PA 1 Page 74

“Let us express the importance of our city or village, using the following expressions: ... Its martyrs are: ...”

**Our Beautiful Language, Grade 6, Pt. 1, p. 119**

PA 1 Page 74

“Let us write about one of the following subjects: ... A martyr from Palestine.”

**Our Beautiful Language, Grade 7, Pt. 1, p. 107**

PA 1 Page 74

“Among the most famous battles fought by the Palestinians is the battle of al-Qastal in 1948 where the *Jihad* fighter ‘Abd al-Qader al-Husseini fell as a martyr on April 8, 1948.”

**National Education, Grade 7, p, 21**

PA 1 Page 75

[Assignment:] “Mention the names of Palestinian and Arab *Jihad* fighters who fell as martyrs while defending Palestine.”

**National Education, Grade 7, p. 22**

PA 1 Page 75

“Let us write down the biography of some of the martyrs of Palestine, who sacrificed their lives for the sake of their homeland, and put that in the class’s wall magazine.”

**National Education, Grade 7, p. 23**

PA 1 Page 75

“Let us mention the name of the Arab commander who fell as a martyr at Ya’bad in 1935 in his struggle against British imperialism.”

*[The correct answer is ‘Izz al-Din al-Qassam, whose photograph appears on the same page.]*

**National Education, Grade 6, p. 15**

PA 1 Page 75

*[Picture of dead person laid out]* “The Martyr”

**Our Beautiful Language, Grade 7, Pt. 1, p. 98**

PA 1 Page 75

“My Country’s Anthem (excerpts)

*Fida’i, Fida’i, Fida’i* O my land, the ancestors’ land

*Fida’i, Fida’i, Fida’i* O my people, the people of eternity

I shall live as a *Fida’i* and continue as a *Fida’i*

And shall die as a *Fida’i* until it returns

*Fida’i, Fida’i, Fida’i* O my land, the ancestors’ land

*Fida’i, Fida’i, Fida’i* O my people, the people of eternity

To the teacher: The teacher will repeat with the pupils the national anthem several times.”

*[The term “Fida’i”, i.e., “a warrior who is ready to sacrifice his life for a cause” has been a common epithet for members of the Palestinian organizations that have been engaged in terrorist activities against Jewish and Israeli civilians.]*

**National Education, Grade 1, Pt. 2, pp. 57-58**

PA 1 Page 76

“The commander ‘Izz al-Din al-Qassam fell as a martyr while fighting against the [British] occupation, whereas the commander Khalil al-Wazir (Abu Jihad) fell as a martyr while fighting against the [Israeli] occupation.”

*[‘Izz al-Din al-Qassam was a Syrian-born Muslim cleric who emigrated to British Palestine where he established a religiously inspired organization that attacked British soldiers and Jewish civilians between 1933-35. He was killed by British soldiers in 1935. Hamas, a Palestinian Islamic terrorist organization today names its military squads after him.]*

*Khalil al-Wazir, alias Abu Jihad, was a senior commander of the Fatah terrorist organization and was responsible for numerous terrorist attacks against Israeli civilians. He was killed in Tunis in April 1988.]*

**National Education, Grade 6, p. 18**

PA 1 Page 76

“Let us turn to the library and write down in our copybook the poem ‘Red Tuesday’ by Ibrahim Tuqan which talks about the three martyrs who were executed by Britain in 1929 – ‘Ata al-Zir, Muhammad Jamjum, Fu’ad Hijazi.”

**National Education, Grade 6, p. 19**

PA 1 Pages 76-77

“Britain executed some of the revolutionaries in its [the revolt’s] wake, of whom the most famous ones were Muhammad Jamjum, Fu’ad Hijazi and ‘Ata al-Zir.”

*[The “revolt” of 1929 was a massacre of Jewish civilians who resided in Arab cities such as Hebron and Safed. The British authorities sentenced the main culprits to various terms of imprisonment and hanged the three people mentioned above.]*

**National Education, Grade 7, p. 21**

PA 1 Page 77

“5. Clarify the Muslims’ duty towards their brethren who are threatened by occupation and aggression on the part of the enemies.”

**Islamic Education, Grade 7, Pt. 2, p. 37**

PA 2 Page 14

“God has ordered the believers [*i.e. Muslims*] to stand firm while meeting the enemies in the field of *Jihad*.”

**Islamic Education, Grade 8, Pt. 2, p. 25**

PA 3 Page 50

“You probably know what a great reward God has prepared for the Muslims who fight the infidels.”

*[Infidels – non-Muslims. This quotation does not mention the term "Jihad" but it alludes to rewards given by God to Muslim Jihad fighters who fall in battle, as cited in the Qur'an and in traditional literature.]*

**Reading and Texts, Grade 8, Pt. 2, (Language exercise) p. 15**

PA 3 Page 50

“*Jihad* may be military or missionary.”

**Islamic Education, Grade 8, Pt. 2, p. 66**

PA 3 Page 50

“The *Jihad* Fighter’s Intention

The *Jihad* fighter should intend to support God’s religion and work for exalting His word, not [for obtaining] booty or fame. *Jihad* has not been enacted in Islam for the purpose of taking possession of other nations’ wealth, or for the purpose of forcing people to embrace Islam. The Muslims do not fight out of desire for fighting, or out of love of bloodshed, nor for the sake of national or tribal solidarity. Rather, *Jihad* has been enacted in Islam for the sake of exalted purposes such as:

1. Saving the oppressed and the weak and opposing tyrants and oppressors who make the people taste [all] forms of suffering and seize control over them.
2. Creating the proper climate for the worship of God. [That is to be done] by opposing the oppressive forces that entice the people away from their religion.
3. [Making] the Muslim nation strong and dreaded, [so that it will] not be harmed by the greedy and the malicious.

#### Activity

I will write a paragraph comparing the goals of *Jihad* in Islam and the objects of war among other nations.”

**Islamic Education, Grade 8, Pt. 2, pp. 32-33**

PA 3 Pages 50-51

“3. I will mention examples of the [Prophet’s] young Companions who were prominent in:

- A. [Religious] studies.
- B. *Jihad*.”

**Islamic Education, Grade 8, Pt. 2, p. 82**

PA 3 Page 51

“Read and Enjoy: [Excerpts] from the “Heroes Oration” by Mustafa Lutfi al-Manfaluti:

O heroes. God has promised you victory and you have promised him patience. Keep your promise and He will keep His promise. Do not talk yourselves into flight...

“Your enemies seek life and you seek death. They seek spoils to feed their empty stomachs and you seek a garden the width of which is both Heaven and earth [i.e., Paradise]. Do not be sad to encounter them, for [the taste of] death is not bitter in the believers’ mouth.

“These drops of blood that flow from your bodies will be transformed into red fiery shooting stars that will come down upon the heads of your enemies.”

**Reading and Texts, Grade 8, Pt. 2, p. 16**

PA 3 Page 51

“O brother, the oppressors have exceeded all bounds and *Jihad* and sacrifice [*fida*] are necessary”

**Reading and Texts, Grade 8, Part 1 (2002) (“Palestine”) p. 77**

PA 3 Page 51

“2. Why did the poet decide that time had come for *Jihad* and sacrifice [*fida*]?”

**Reading and Texts, Grade 8, Pt. 1, (Question, “Palestine”) p. 79**

PA 3 Page 51

“It is nice for a man to die for his homeland but it is nicer for him to live for his homeland.”

**Linguistic Sciences, Grade 8, Pt. 2, p. 89**

PA 3 Page 52

“The two novels depict the courageous resistance displayed by the Palestinians in their struggle against the enemies.”

**Linguistic Sciences, Grade 8, Pt. 2, p. 37**

PA 3 Page 52

“Lessons of the Raid of Uhud”

The raid of Uhud bears very important lessons. It is an applicable practical lesson from which the Muslims in any period [may] learn the road to victory and how to be on guard against the pitfalls of failure and defeat. Among these lessons [are the following ones]:

1. The raid of Uhud demonstrates the importance of consultation in the Muslims' life and the Prophet's constant practice of it.
2. The raid of Uhud revealed the role of the hypocrites and exposed their conspiracy. That became apparent when their leader, Abdullah Bin Abu Sallul, returned [to Medina] with a third of the [Muslim] army before the battle began.
3. The material avidity for the spoils, as well as the violation by the archers of the Prophet's orders [to remain in their posts and cover the attack of the Muslim army], were the reason for the casualties incurred by the Muslims.
4. [One] of God's laws [is] that there are means for [obtaining] victory, and if the Muslims relinquish the means of victory they will pay the price for that, as happened at the battle of Uhud.
5. The Prophet's injury during the raid of Uhud may comfort the *Jihad* warriors and the missionaries who [may] be hurt by the enemies of Islam.

“[Question:]

Some people wonder today about the reason for the supremacy of other nations over the Muslim nation. How would you explain that in the light of the preceding [material]?”

**Islamic Education, Grade 8, Pt. 2, p. 53**

PA 3 Page 52

“O brother, if upon her soil my blood would flow, and I would close my hand upon her pebbles

... Kiss upon her ground a martyr, who called to God in her name and fell as a martyr”

**Reading and Texts, Grade 8, Pt. 1, (“Palestine”) p. 77**

PA 3 Page 53

“What does the *Fida'i* ask of his companion, before falling as a martyr?”

*[Fida'i – a [Muslim] warrior who is ready to sacrifice his life for a cause. It is a traditional Islamic term, used here for the Arab volunteers in the 1948 war. In the last decades it is reserved mainly for members of the Palestinian armed organizations that operate against Israeli soldiers and civilians.]*

**Reading and Texts, Grade 8, Pt. 1, (Question, “Palestine”) p. 79**

PA 3 Page 54

“I will describe the picture of a *Fida'i* at the moment he is hit in battle, as in the tenth verse.”

**Reading and Texts, Grade 8, Pt. 1, (Assignment, “Palestine”) p. 80**

PA 3 Page 54

“The *Fida'i* sacrificed his soul for the homeland.”

**Reading and Texts, Grade 8, Pt. 1, (“Palestine”) p. 79**

PA 3 Page 54

“The dew has exalted the martyr's hand that is holding the homeland's flag.”

**Reading and Texts, Grade 8, Pt. 1, (“Palestine”) p. 79**

PA 3 Page 54

“Hundreds of Palestinians, men and women, have fallen as martyrs in the *Intifadah* for the sake of liberty.”

*[Intifadah – “uprising” is used to denote the violent popular activity against Israeli rule in the West Bank and Gaza during the late 1980s and early 1990s, as well as the current attacks against Israelis in general that began in late September 2000.]*

**Reading and Texts, Grade 8, Pt. 1, (“Palestine”) p. 79**

PA 3 Page 54

“[This is] the martyr of the homeland.”

**Our Beautiful Language, Grade 3, Pt. 1, (Language exercise) p. 17**

PA 3 Page 54

“I will explain the impact of Saleh’s martyrdom on his father’s soul.”

**Reading and Texts, Grade 8, Pt. 1, (Assignment, “An Evening Visitor”) p. 46**

PA 3 Page 54

“The teacher asked the students: How can we celebrate Independence Day this year? Safa’ [said]: We will invite the families of the martyrs and the prisoners-of-war in order to honor them. Imad [said]: We will commemorate the town’s martyrs by planting a tree in the name of every martyr.”

*[Independence Day – November 15, 1988, when the Palestinian National Council of the PLO declared in Algiers the establishment of a Palestinian state – has been celebrated in the West Bank and Gaza since the establishment of the Palestinian National Authority there.]*

**Civic Education, Grade 3, Pt. 1, p. 7**

PA 3 Page 55

“Al-Khansa’ praised God when she received the news about the martyrdom of four of her sons in the battle of Qadisiyyah.”

*[Al-Khansa’: A devoted Muslim woman of early Islam.*

*Qadisiyyah: A place in Iraq where the Muslims won a decisive battle against the Persian Empire (637 CE).]*

**Reading and Texts, Grade 8, Pt. 1, p. 23**

PA 3 Page 55

“Al-Khansa’ witnessed the battle of Qadisiyyah with her four sons. She urged them to fight... They fought until all of them fell as martyrs. When the news reached her she said: ‘Praise be to God who has honored me by their martyrdom’...”

**Reading and Texts, Grade 8, Pt. 2, p. 13**

PA 3 Page 55

“In this battle [Qadisiyyah] her four sons fought until they were granted the honor of martyrdom in God’s path. Before the battle started al-Khansa’ made this speech to them in which she urged them to [perform] *Jihad*...”

5. What did al-Khansa’ say when she got the news of the martyrdom of her four sons?”

**Reading and Texts, Grade 8, Pt. 2, p. 14**

PA 3 Page 55

“The poetess Fadwa Tuqan uses the symbol of martyrdom in the poem in a clear way. I will give proof of that.”

**Reading and Texts, Grade 8, Pt. 2, (Assignment) p. 30**

PA 3 Page 55

“O my homeland  
I shall not cry at this wedding  
For our Arabism forbids that we mourn the martyrs”

**Linguistic Sciences, Grade 8, Pt. 2, p. 105**

PA 3 Page 56

**E**

**Observations on IPCRI Report by CMIP**

Jihad may not be one of the pillars of Islam, as IPCRI points out, but it comes immediately after worship<sup>18</sup>, which is. Whether “It is not the central theme of the religion, despite the common view”, as IPCRI asserts (page 34), Jihad is certainly presented in the textbooks as a central precept. The mass of quotations relating to Jihad and Martyrdom, interwoven with the theme of liberating the homeland from the hands of invaders and usurpers, duly illustrated by historical instances, conveys a very clear message to the schoolchild, notwithstanding the attention that may be given to the general and religious aspects of the subject, which, in fact, only serves to make that message more pressing.

---

<sup>18</sup> Our Beautiful Language, Grade 6, Pt. 1, p.20 (PA 1 Page 73)

## REFUGEES AND THE RIGHT OF RETURN

### A

| CMIP                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | IPCRI                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Finding</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <p>“The only solution to the refugee problem acceptable in the Palestinian textbooks is the return of every refugee to his original home. Sometimes such a return is perceived as part of the liberation campaign.”<br/>PA 1 Page 70</p> <p>“The refugee problem is dealt with twice in the textbooks researched for this report, in both cases within the context of the return to the old homes.”<br/>PA 2 Page 13</p> <p><b>“Israel is a Usurper and a Foreign Occupier of Palestine”</b><br/>PA 1 Page 46</p> <p>“Israel alone is blamed for the refugees’ suffering, while the responsibility of the Arabs who initiated the war that created the refugee problem is totally ignored. The only solution envisaged in the textbooks is their return to their former homes.”<br/>PA 3 Page 43</p> | <p>“The right of return of the Palestinian refugees to their homeland, as stipulated in the UN resolutions, is emphasized in several texts. It is also an important part of the Palestinian national anthem, the words of which carry the meanings of sacrifice for the homeland and the determination to reclaim it (National Education, Grade 1, Part 2).</p> <p>Several references are made to the legitimate rights of the Palestinian refugees to return to their land. Some references are expressed in the form of poems or literary works (some implicit and some embedded in metaphorical terms). In one instance an ancient Canaanite myth about the phoenix is introduced and students are asked to relate it to the Palestinian refugees in the Diaspora (National Education, Grade 7, p. 7); others are made directly in the context of talking about the camps in which they live and about the Declaration of Independence and UN resolutions. It is worth noting in this context that some verses that are militant in nature were omitted from the selections used in the textbook.”<br/>Page 35</p> |

### B

#### Common Sources Quoted or Referred to

##### “My Country’s Anthem (excerpts)

*Fida’i, Fida’i, Fida’i* O my land, the ancestors’ land

*Fida’i, Fida’i, Fida’i* O my people, the people of eternity

I shall live as a *Fida’i* and continue as a *Fida’i*

And shall die as a *Fida’i* until it returns

*Fida’i, Fida’i, Fida’i* O my land, the ancestors’ land

*Fida’i, Fida’i, Fida’i* O my people, the people of eternity

To the teacher: The teacher will repeat with the pupils the national anthem several times.”

[The term “*Fida’i*”, i.e., “a warrior who is ready to sacrifice his life for a cause” has been a common epithet for members of the Palestinian organizations that have been engaged in terrorist activities against Jewish and Israeli civilians.]

**National Education, Grade 1, Pt. 2, pp. 57-58**

PA 1 Page 76

### “The Phoenix Story

This is a Canaanite legend dealing with a legendary bird that emigrated from the homeland looking for food. It lived in exile... and after a while longings for the homeland overcame it... and it endeavored tirelessly and with no respite to return to the land where it had grown up... until it landed on its land... and all gathered and there was the joy of mutual encounter under the protection of freedom and independence.

Questions:

1. What is the exalted idea that is dealt with in this story?
2. To what extent is the story of the phoenix bird applicable to the Palestinian people living in exile?”

**National Education, Grade 7, p. 7**

PA 1 Page 72

### **D**

**Relevant Sources quoted by CMIP, but not referred to by IPCRI**

“The Establishment of the State of Israel on a Palestinian land [1948].”

**History of the Middle Ages, Grade 7, (Excerpt from a historical table) p. 105**

**National Education, Grade 7, (Excerpt from a historical table) p. 3**

PA 1 Page 46

“Palestine faced British occupation following the First World War in the year 1917 and Israeli occupation in the year 1948 with the help of Britain. The Israeli occupation destroyed most of the Palestinian villages and cities, expelled the Palestinian inhabitants and forced them to leave their lands and villages.”

**National Education, Grade 6, p. 16**

PA 1 Page 46

“As the result of the Arab-Israeli war in 1948, 479 Palestinian villages out of 807 villages came under Israeli occupation.”

**National Education, Grade 7, p. 55**

PA 1 Page 46

“I thought it advisable to return to my book in order to reassemble it anew and present it to the sons of Arabdom in general and to the sons of Palestine in particular, so that they will remember their usurped homeland and work for its rescue.”

**Our Beautiful Language, Grade 6, Pt. 1, (quoting from the preface of Mustafa Murad al-Dabbagh’s book “Our Country, Palestine”) p. 112**

PA 1 Page 46

“The camp is not considered an original home for the Palestinian refugee. Rather, it is a temporary place where he has been forced to live. All the Palestinians wait for the return of every Palestinian to his city or village from which he was made to emigrate.”

**Islamic Education, Grade 6, Pt. 1, p. 69**

PA 1 Page 70

“The camp: a place established for the Palestinian refugees who had been forced to depart from their cities and villages in Palestine and who are determined to return to them.”

**National Education, Grade 2, p. 36**

PA 1 Page 70

“We Shall Return

“Beloved Palestine, how would I live  
far away from your plains and heights  
The greened foothills call me  
and in the horizons there are traces of green  
The shores call me weeping  
and in time’s ear there is an echo of a lament  
Your orphan cities call me;  
Your villages call me with their domes  
Tomorrow we shall come back and the ages shall listen  
to the footfalls during the return  
We shall return with the resounding storms;  
With the sacred lightening and the star  
With the winged hope and the songs;  
With the soaring vulture and the eagle  
Yes! The thousands victims shall return;  
Victims of oppression shall open every door

*[A verse of this well-known poem, which talks of returning to the homeland with flags stained with blood above swords and bayonets, has been omitted in the version given here.]*

**Our Beautiful Language, Grade 7, Pt. 1, p. 40**

PA 1 Page 70

“[Questions:]

1. Why do the cities and villages call the poet?
2. How did the poet describe the return to Palestine?
3. The poet cannot live far away from his homeland. Which is the verse that carries this meaning?
4. Let us explain the last verse in the poem.
5. The poet has described the cities in Palestine as orphans. Do you agree with the poet regarding this description? Why?
6. The poet’s pain was plainly evident at the beginning of the poem. Later, this pain was transformed into a hope. Let us clarify that.
7. Can we live far away from our homeland? Why?
8. What did the poet mean by “victims of oppression” in the last verse? What are the forms of oppression he was talking about?”

**Our Beautiful Language, Grade 7, Pt. 1, p. 41**

PA 1 Pages 70-71

“[More questions:]

1. What does the poet’s repeated phrase “call me” in the poem indicate?
2. Let us clarify the literary form in the poet’s phrase “Your orphan cities call me”.
3. Let us clarify the beauty of the illustration in the poet’s phrase “and in time’s ear there is an echo of a lament”.
4. To what does the poet hint by [the phrase] “the soaring vulture and the eagle” in the seventh verse?
5. Let us extract the phrases that indicate pain, and the phrases that indicate hope.

6. Two [kinds of] emotions were prevailing upon the poet in the poem. What are they?
7. Let us determine the verses which indicate the following two ideas:
  - a. The insistence of the forced emigrants on the return to their homeland.
  - b. The sun of liberty shall rise no matter how long darkness prevails and no matter how prevalent oppression is.”

**Our Beautiful Language, Grade 7, Pt. 1, p. 42**

PA 1 Page 71

*[Drawing of Palestinian refugees by Ismail Shammout. The inscription says] “We shall return”*

**Our Beautiful Language, Grade 7, Pt. 1, p. 41**

PA 1 Page 72

**Arts and Crafts, Grade 7, Teacher’s Guide, p. 7**

PA 2 Page 14

“The [Palestinian Declaration of Independence [in Algiers, in 1988] emphasized the Right of Return”

**Civic Education, Grade 7, p. 44**

PA 1 Page 72

“It is possible to connect between the house in the refugee camp and the houses left by their [the pupils’] parents and grand-parents in the Palestinian cities and villages in 1948.”

**Arts and Crafts, Grade 2, Teacher’s Guide, (“Our House” – A drawing lesson) p. 44**

PA 2 Page 13

“...in the year 1947 the United Nations Organization adopted a resolution partitioning Palestine between the Arabs and the Jews. Accordingly, the British Mandate over Palestine ended and the Mandate government withdrew. Then war erupted between the Arabs and the Jews in 1948, which brought about the capture of part of Palestine by the Jews and the occurrence of the Catastrophe (*Nakbah*) which caused most of the Palestinian people to emigrate.”

**Reading and Texts, Grade 8, Pt. 1, p. 78**

PA 3 Page 43

“He had land and an olive tree  
And a grapevine, a courtyard and a house  
And when the vessels of age brought him to the shores of tranquility  
And he dug his grave on the top of the hills  
The Tartar battalions burst out  
And chased him away from his sad land”

**Reading and Texts, Grade 8, Pt. 1, (“Three Pictures from Gaza”) p. 56**

PA 3 Page 43

“ 9. What did the Palestinian have while in the homeland?

10. What happened to the Palestinian when he grew older and approached death?”

**Reading and Texts, Grade 8, Pt. 1, (Questions, “Three Pictures from Gaza”) p. 58B**

PA 3 Page 43

“O little ones  
Your eyes burn me with fire

Their depths ask me about the dawning day

About the return to the homes

I say... O little ones

Let us wait for tomorrow

If tomorrow is lost to us, O little ones

Our whole life will be lost in vain”

**Reading and Texts, Grade 8, Pt. 1, (“Three Pictures from Gaza”) p. 56**

PA 3 Page 43

“I will express out loud the Palestinian’s right to return to his birth place.”

**Reading and Texts, Grade 8, Pt. 1, (Assignment, “Three Pictures from Gaza”) p. 59**

PA 3 Page 44

“The right of return is a red line that cannot be crossed.”

**Linguistic Sciences, Grade 8, Pt.2, p.68**

PA 3 Page 44

## **E**

### **Observations on IPCRI Report by CMIP**

Even if “the Homeland” could be understood, in present day context, “as comprising the West Bank and the Gaza Strip” (IPCRI Report, page 26), notwithstanding a few “trespasses” across the green line – and such understanding seems to fly in the face of all the evidence to the contrary (see above) –, to present the right of return as if it is “to their homeland”, or “to their land” (ibid.) is to blunt what is actually said in passages in the textbooks. These expressly speak of “the return of every Palestinian to his city or village from which he was to made to emigrate”<sup>19</sup> and of “the Palestinian refugees who had been forced from their cities and villages in Palestine and who are determined to return to them.”<sup>20</sup> The return is to “the homes”<sup>21</sup>, not just the homeland, to “your orphan cities ... your villages ... with their domes”<sup>22</sup>.

---

<sup>19</sup> Islamic Education, Grade 6, Pt. 1, p. 69 (PA 1 Page 70)

<sup>20</sup> National Education, Grade 2, p.36 (PA 1 Page 70)

<sup>21</sup> Reading and Texts, Grade 8, Part 1 p. 56 (PA 3 Page 43)

<sup>22</sup> Our Beautiful Language, Grade 7, Pt. 1, p. 40 (PA 1 Page 70)

## THE LIBERATION OF PALESTINE AND RESISTING OCCUPATION

### A

| CMIP                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | IPCRI                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Finding</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <p>“The struggle for the liberation of Palestine is presented mainly as a military one. There is no direct support of terror in the textbooks, but the Feda’i and the Shahid are praised as the spearheads of this struggle. Palestinians hanged by British Mandate authorities for murders of Jewish civilians are presented as Shahids. Those arrested and jailed in Israeli jails for acts of terrorism against Israeli civilians are depicted as “prisoners of war”. ”</p> <p>PA 1 Page 6</p> <p><b>“The Liberation in the 7<sup>th</sup> Century”</b><br/>PA 1 Page 65</p> <p><b>“The Struggle in the Past”</b><br/>PA 1 Page 65</p> <p><b>“The Struggle at Present</b><br/>[There] are explicit or implicit references to the liberation of Palestine as a whole.”<br/>PA 1 Page 66</p> <p>“Mustafa Murad al-Dabbagh, [quoted in Our Beautiful Language, Grade 6, Pt.1, p.112], who fled from Jaffa in 1948, published an encyclopedia entitled “Our Country, Palestine” of which the first volume came out in Beirut in 1964. In the paragraphs immediately following the passage from the introduction to Volume I, one can find the following sentences</p> <p>‘... the Jewish claim to historical rights to Palestine has no justification, it is a deceitful and disproved claim with no parallel in history, it is a blatant lie ... they [the Arabs] have resided in it [Palestine] since the dawn of the land’s history, before there were Jews in the world ... The Jews entered our homeland and left it just as other transient nations have entered and left it” (p. 8) “The Arabs, and not the Jews, are</p> | <p>“Several historical references are made to the liberation of Palestine from foreign (Byzantine and Crusader) rule (Our Beautiful Language, Grade 7, Part 1, pp. 28, 32; History of the Middle Ages, Grade 7, p. 38).</p> <p>Several references are also made that reflect resistance to the British Mandate (National Education, Grade 7, p. 21; National Education, Grade 6, p. 13).</p> <p>More frequent references are found that relate to resisting the Israeli occupation and the national and religious duty to liberate the occupied territories. Examples include: Our Beautiful Language, Grade 6, Part 1, p. 27; National Education, Grade 6, p. 23; Our Beautiful Language, Grade 7, Part 1, pp. 41-2; Our Beautiful Language, Grade 1, Part 1, p. 132. The liberation of the land occupied during the 1967 War figures prominently in some textbooks in symbolic forms (in poetry).</p> <p>There is, however, one instance in which we find a call for Arabs and Palestinians, in particular, to work for the goal of “rescuing” Palestine. Since the excerpt is taken from the Encyclopedia of Palestine, first published in 1964 (Mustafa Al-Dabagah/Our Country Palestine), the call is understood as that of liberating historical Palestine (Our Beautiful Language/Language Arts, Grade 6).</p> <p>Some texts note that it is incumbent on the occupied to resist the occupier. However, there are no open calls for the destruction of Israel similar to those that permeated the pre-1967 narratives.</p> <p>Several references are also made to “prisoners of war” jailed by the Israelis (for political and/or military reasons) from the period extending from 1967-2001. These include those who are detained “administratively” without trials. Prison literature figures frequently in the textbooks (Our Beautiful Language, Grades 2 &amp; 6, several locations;</p> |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>those who have the connection [to the land]. The return of the Jews to Palestine and permitting them to establish a Jewish State contradicts history” (p. 9).’</p> <p>Immediately after this introduction, under the title “The Geographical Part”, there is a banner which reads: “There is no alternative to destroying Israel” (p. 13).</p> <p>Among the exercises that the pupils are requested to carry out regarding the chapter about Mustafa Murad al-Dabbagh, there is an exercise</p> <p>“5. A composition describing the importance of your city or village”.</p> <p>This exercise alludes to the use of Dabbagh’s work, which contains much information on each village and city of Palestine, from the historical, geographical, demographic, botanical, zoological and cultural points of view. Mustafa Dabbagh’s work is dedicated to</p> <p>“those who are battling for the expulsion of the enemy from our land” (p. 5)”</p> <p>PA 1 Pages 66-67</p> <p>““The Palestinian Liberation Army” was created following the establishment of the Palestine Liberation Organization in June 1964.</p> <p>The concept of military liberation is sometimes conveyed through symbols, as seen in the ... poem [<i>“We Shall Return”</i>] and the ... questions [<i>to the resounding storms and the soaring vulture and the eagle</i>].”</p> <p>PA 1 Pages 67-68</p> <p>“Planned increase in population is a demographic weapon that plays a positive role in winning the Arab-Israeli conflict.”</p> <p>PA 1 Page 68</p> <p><b>“A Struggle of Civilizations”</b></p> <p>PA 1 Page 69</p> <p>“There are no references to terrorist activities against Israeli civilians in the</p> | <p>National Education, Grade 6). The narratives talk about and glorify the sacrifices made by the prisoners in their struggle to liberate their land from Israeli occupation. Texts are also accompanied by visual art depicting the prisoners’ longing for freedom and their desire to be united with their families.</p> <p>The history textbooks talk about Palestinian struggle against occupation and highlight the revolts, general strikes and the uprising against the British. They also underscore the birth of the modern-day Palestinian resistance following the UN Partition resolution of November 29, 1947.</p> <p>The present-day struggle against Israeli occupation is also highlighted with emphasis on the rights of the Palestinian people to live in Palestine.</p> <p>Pages 35-36</p> |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |  |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <p>Palestinian textbooks. However, the textbooks show a positive attitude towards people who were known to be engaged in such activities.”<br/>PA 1 Page 76</p> <p>“A distinction is made between “ordinary” prisoners and “national” ones. The latter are described as “prisoners of war” [asra] rather than prisoners [sujanaa].”<br/>PA 1 Page 77</p> <p>“One of the 23 ministries of the Palestinian National Authority is dedicated to the prisoners-of-war.”<br/>PA 1 Page 80</p> <p>“Pictures of prisoners behind bars appear several times.”<br/>PA 1 Page 79</p> <p>“The Palestinian textbooks remain vague about the extent of the Palestinian territory that should be liberated from Israeli occupation. This is also the case with the Declaration of the Establishment of the State of Palestine – quoted in one of the textbooks. The maps, however, are quite clear on the extent of the territory to be liberated.”<br/>PA 3 Page 49</p> <p>“Bearing in mind that Palestine, according to the Palestinian textbooks (...), encompasses the territories of Israel as well, it is hard to determine whether the books refer to the liberation of the West Bank and Gaza only or to other territories. In the ... [two] quotations [<i>Reading and Texts, Grade 8, Part 1, pp. 79 and 59</i>] the first deals with a poem that was written in 1947 or 1948, when the West Bank and Gaza were firmly in Arab hands, while the second deals with the refugees in Gaza who yearn to return to their old lands inside Israel as a result of what is defined in the textbook as “liberation”.”<br/>PA 3 Page 49</p> <p>“The Palestinian Authority formally rejects</p> |  |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |  |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <p>terror. It accuses Israel of falsely presenting the Palestinians as terrorists. Nevertheless, one finds positive references to terrorist activity against Israeli civilians. Such is, for example, the adulatory attitude towards the Fida'i, a term reserved nowadays for members of the Palestinian armed organizations, and the regarding of jailed terrorists in Israel as prisoners-of-war. This reflects the regard in which they are held in the Palestinian Authority, which has created a separate Ministry of Prisoners of War Affairs.”</p> <p>PA 3 Page 57</p> <p>“Despite this, the Palestinian organizations' armed attacks from southern Lebanon on Israeli towns and villages (prior to 1982) are presented as a struggle for the homeland's sake.”</p> <p>PA 3 Page 57</p> |  |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|

## B

### Common Sources Quoted or Referred to

“ ‘Amr Bin al-‘Aas, the liberator of Palestine, was one of the Arabs’ shrewd men.”  
*[‘Amr Bin al-‘Aas was the Muslim commander who entered Palestine in the 7<sup>th</sup> century.]*

**Our Beautiful Language, Grade 7, Pt. 1, p. 28**

PA 1 Page 65

“It [Jericho] remained under Byzantine rule until the Arabs liberated it in the reign of the just Caliph, ‘Umar Bin al-Khattab, in the seventh century CE”

**Our Beautiful Language, Grade 7, Pt. 1, p. 32**

PA 1 Page 65

“Let us organize a dialogue and a discussion between groups of students in order to discuss the following questions:

- Comparing the Frankish settlement to the successive occupations of Palestine.
- The Franks lived in the Muslim Orient nearly two hundred years, 1096-1291, but they were finally defeated. Explain that.”

**History of the Middle Ages, Grade 7, p. 38**

PA 1 Page 65

“The Palestinians resisted the British occupation of Palestine, which started in 1917, with several revolts, protesting the British practices and the Zionist greedy ambitions... [In 1948] the Zionist terrorist organizations forced thousands of Palestinians to leave their country under the threat of arms, which led to the emergence of the refugee problem.”

**National Education, Grade 7, p. 21**

PA 1 Page 22

“The Palestinian people resisted the British rule and the Israeli occupation, staged several revolts and sacrificed thousands of martyrs and victims.”

**National Education, Grade 6, p. 13**

PA 1 Page 65

“There is no (relinquishment) of our right in Palestine.”

**Our Beautiful Language, Grade 6, Pt. 1, p. 27**

PA 1 Page 66

“The [Palestinian] National Council decided to create armed Palestinian battalions which were named “the Palestinian Liberation Army” for the liberation of Palestine and for the defence of the Palestinian revolution. The battalions of this army were stationed in Egypt, Syria, Iraq and Jordan. After the signing of the Oslo agreement between the PLO and Israel in September 1993 most forces of the Liberation Army entered Palestine.”

**National Education, Grade 6, p. 23**

PA 1 Page 64

“The Achievements of the Palestinian Liberation Organization

The establishment of the independent Palestinian entity on the Palestinian lands that would be liberated.”

**National Education, Grade 6, p. 23**

PA 1 Page 67

“We Shall Return

“Beloved Palestine, how would I live

far away from your plains and heights

The greened foothills call me

and in the horizons there are traces of green

The shores call me weeping

and in time’s ear there is an echo of a lament

Your orphan cities call me;

Your villages call me with their domes

Tomorrow we shall come back and the ages shall listen

to the footfalls during the return

We shall return with the resounding storms;

With the sacred lightening and the star

With the winged hope and the songs;

With the soaring vulture and the eagle

Yes! The thousands victims shall return;

Victims of oppression shall open every door

*\*A verse of this well-known poem, which talks of returning to the homeland with flags stained with blood above swords and bayonets, has been omitted in the version given here.*

“[Questions:]

1. Why do the cities and villages call the poet?
2. How did the poet describe the return to Palestine?
3. The poet cannot live far away from his homeland. Which is the verse that carries this meaning?
4. Let us explain the last verse in the poem.

5. The poet has described the cities in Palestine as orphans. Do you agree with the poet regarding this description? Why?
6. The poet's pain was plainly evident at the beginning of the poem. Later, this pain was transformed into a hope. Let us clarify that.
7. Can we live far away from our homeland? Why?
8. What did the poet mean by "victims of oppression" in the last verse? What are the forms of oppression he was talking about?"

“[More questions:]

1. What does the poet's repeated phrase “call me” in the poem indicate?
2. Let us clarify the literary form in the poet's phrase “Your orphan cities call me”.
3. Let us clarify the beauty of the illustration in the poet's phrase “and in time's ear there is an echo of a lament”.
4. To what does the poet hint by [the phrase] “the soaring vulture and the eagle” in the seventh verse?
5. Let us extract the phrases that indicate pain, and the phrases that indicate hope.
6. Two [kinds of] emotions were prevailing upon the poet in the poem. What are they?
7. Let us determine the verses which indicate the following two ideas:
  - a. The insistence of the forced emigrants on the return to their homeland.
  - b. The sun of liberty shall rise no matter how long darkness prevails and no matter how prevalent oppression is.

[Drawing of Palestinian refugees by Ismail Shammout. The inscription says] “We shall return”

**Our Beautiful Language, Grade 7, Pt. 1, pp. 40 – 42**

PA1 Pages 70, 71 and 72

“Palestinian

I shall redeem my country with my soul, I the Palestinian child”.

**Our Beautiful Language, Grade 1, Pt. 1, p. 132**

PA 1 Page 68

“I thought it advisable to return to my book in order to reassemble it anew and present it to the sons of Arabdom in general and to the sons of Palestine in particular, so that they will remember their usurped homeland and work for its rescue.” (From the preface of Mustafa Murad al-Dabbagh's book “Our Country, Palestine”)

**Our Beautiful Language, Grade 6, Pt. 1, p. 112**

PA 1 Pages 46 and 66

“A Visit to the Negev Prison\* [Excerpts]

... where the Red Cross buses were waiting for the families of the prisoners-of-war...

Questions:

- ... Where did the bus go with the families of the prisoners-of-war?
- ... When did the families of the prisoners-of-war arrive at the prison?
- ... When did the soldier peep down at the families of the prisoners-of-war?
- ... What did the soldier say to the families of the prisoners-of-war?

*\*The Negev prison is one of the places where Palestinians who were involved in terrorist activities against Israeli civilians are jailed.*

**Our Beautiful Language, Grade 2, Pt. 1, pp. 71, 73,**

PA 1 Pages 77 and 78

“Let us name one of the prisoners-of-war in our hometown.”

**Our Beautiful Language, Grade 2, Pt. 1, p. 73**

PA 1 Page 77

“Let us fill in the blank with the appropriate phrase from among the framed ones, and read:

The prisoners-of-war are        in the bus  
The families are                behind bars  
The passengers are            in front of the prison gates”

**Our Beautiful Language, Grade 2, Pt. 1, p. 77**

PA 1 Page 78

“ From the “Prison Literature”\*

The Goals: ... Appreciation of the sacrifices of our prisoners-of-war for the sake of freedom and independence.”

*\*“The “Prison Literature” is a Palestinian literary genre that deals with the life of Palestinian prisoners in Israeli jails.”*

**Our Beautiful Language, Grade 6, Pt. 1, p. 122**

PA 1 Page 77

“From the ‘Prison Literature’\*

A boy of fourteen [years of age]... when he entered the cell he looked behind him as if he was registering the closing of the door... He rubbed his hands nervously and sat on the edge of the iron bed... ‘Where are you coming from?’ I asked him. ... ‘I was in the ‘slaughterhouse’ thirteen days.’

[A note in the text:] ‘slaughterhouse’ – the interrogation place. It is a nickname given by the prisoners to that place because of the interrogators’ cruelty.”

*[\*”The “Prison Literature” is a Palestinian literary genre which deals with the life of Palestinian prisoners in Israeli jails.]*

**Our Beautiful Language, Grade 6, Pt. 1, pp. 124-125**

PA 1 Page 32

“How do we look at a prisoner who is a thief and a prisoner who resists the occupation?”

**Our Beautiful Language, Grade 6, Pt. 1, p. 126**

PA 1 Page 77

“The Ministry of the Affairs of the Prisoners-of-War [Wizarat Shu’un al-Asra] is concerned with pursuing the affairs of the prisoners-of war and [those of] the released ones.

**National Education, Grade 6 (2000), p. 41**

PA 1 Page 80

## **D**

**Relevant Sources quoted by CMIP, but not referred to by IPCRI**

“Palestine... since its liberation by the Arabs in the reign of the just Caliph ‘Umar Bin al-Khattab...”

**The Palestinian Society – Demographic Education, Grade 11, p. 162**

PA 1 Page 65

“In the case of our country, Palestine, this interaction [between the inhabitants’ efforts and the available resources] faces challenges of which the most important ones are: ... the establishment of the independent Palestinian state on our entire national soil.”

**The Palestinian Society – Demographic Education, Grade 11, p. 134**

PA 1 Page 66

“The [Palestinian] National Council decided to create armed Palestinian battalions which were named “the Palestinian Liberation Army” for the liberation of Palestine and for the defense of the Palestinian revolution. The battalions of this army were stationed in Egypt, Syria, Iraq and Jordan. After the signing of the Oslo agreement between the PLO and Israel in September 1993 most forces of the Liberation Army entered Palestine.”

**National Education, Grade 6, p. 23**

PA 1 Page 67

“The Muslim Loves His Homeland and Defends It

[Question:] How would we protect Palestine, in your opinion?”

**Islamic Education, Grade 6, Pt. 1, p. 68**

PA 1 Page 68

“The demographic problem has occupied a central place in the Arab-Israeli conflict during the last two decades. From the Palestinian point of view it has become the numerical challenge that will enable the Palestinian people during the coming two decades to stand against the Zionist settlement expansion and overcome it. From the Israeli point of view the demographic problem has become the danger hidden in the rates of natural increase among Palestinian families, which threatens in the foreseeable future the existence of a Jewish majority population.

“Therefore, the increase of fertility rates is a demographic weapon that can be used in resisting the occupation. It plays a positive role in winning the Arab-Israeli conflict.”

**The Palestinian Society – Demographic Education, Grade 11, p. 29**

PA 1 Page 68

“The net migration of the Palestinians from 1948 until 1992 was always negative, in the sense that the number of emigrants from Palestine was much greater than the number of those who entered it. The net migration became positive in 1992. According to the assessments of the Palestinian Central Department of Statistics it is expected that the net [positive] migration rates will increase.

“... Expectations indicate that the rate of population growth in the Palestinian areas [i.e., territories of the Palestinian Authority] will stay relatively high... and immigration will continue to have its weighty role in changing the data in the future, as it did in the past. We hope that this role will be positive as the sons of Palestine will return from exile to their land and relatives.”

**The Palestinian Society – Demographic Education, Grade 11, p. 36**

PA 1 Pages 68-69

“Turn to the school library and write a report about the Muslims’ struggle over Jerusalem with the other civilizations that succeeded one another in Palestine.”

**History of the Middle Ages, Grade 7, p. 77**

PA 1 Page 69

“Let us organize a class debating group in which the students will talk about the invasions that the city of Jerusalem has faced.”

**History of the Middle Ages, Grade 7, p. 43**

PA 1 Page 69

“My Country’s Anthem (excerpts)

*Fida’i, Fida’i, Fida’i* O my land, the ancestors’ land

*Fida’i, Fida’i, Fida’i* O my people, the people of eternity

I shall live as a *Fida’i* and continue as a *Fida’i*

And shall die as a *Fida’i* until it returns

*Fida’i, Fida’i, Fida’i* O my land, the ancestors’ land

*Fida’i, Fida’i, Fida’i* O my people, the people of eternity

To the teacher: The teacher will repeat with the pupils the national anthem several times.”

[The term “*Fida’i*”, i.e., “a warrior who is ready to sacrifice his life for a cause” has been a common epithet for members of the Palestinian organizations that have been engaged in terrorist activities against Jewish and Israeli civilians].

**National Education, Grade 1, Pt. 2, pp. 57-58**

PA 1 Page 76

*Pictures of prisoner behind bars*

**National Education, Grade 6, p. 3**

PA 1 Page 79

*Pictures of prisoner behind bars*

**Arts and Crafts – Teacher’s Guide, Grade 1, p. 41**

PA 1 Page 79

*Pictures of prisoner behind bars*

**Our Beautiful Language, Grade 6, Pt. 1, p. 123**

PA 1 Page 79

“A released prisoner-of-war”

[Question:]

“What is the feeling of the citizen after his release, and [after] the liberation of his homeland from the colonialists?”

**National Education, Grade 6, p. 73**

PA 1 Page 80

“The State of Palestine is an Arab state and an integral part of the Arab nation... It... calls upon the sons of that nation to help it complete its practical birth by gathering resources and intensifying efforts for the purpose of ending the Israeli occupation... It urges the world’s peoples and states that love peace and freedom to help it achieve its goals and put an end to the tragedy of its people by providing them with security and by... ending the Israeli occupation of the Palestinian territories.”

**Reading and Texts, Grade 8, Pt. 1, pp. 72-73**

PA 3 Page 49

“What are the means for the liberation of Palestine as seen by the poet in his poem?”

[The poem “Palestine” talks about Jihad and was written in 1947 or 1948]

**Reading and Texts, Grade 8, Pt. 1, (Question, “Palestine”) p. 79**

“The poem stresses the [importance of the] continuation of the struggle for the liberation of Palestine without despair even if it takes a long time...”

*[The poem deals with the refugees in Gaza who yearn to return to their old lands inside Israel as a result of “liberation”]*

**Reading and Texts, Grade 8, Pt. 1, (“Three Pictures from Gaza”) p. 59**

“[The State of Palestine] rejects threats, or the use, of force, violence and terror, against its territorial integrity and political independence, or [against] the territorial integrity of any other country, without prejudice to its natural right to defend its territories and independence.”

**Reading and Texts, Grade 8, Pt. 1, (“Declaration of the Establishment of the State of Palestine”) p. 73**

“The occupier [i.e., the Israelis] spreads everywhere the lie that the Palestinian struggle is terror. In the Declaration of the Establishment of the [Palestinian] State there is something that reveals the falseness of this allegation. I will discuss this issue.”

**Reading and Texts, Grade 8, Pt. 1, (Assignment) p. 76**

“Youths of Saleh’s kind fall every day on the soil of the south [i.e., south Lebanon]. We bury them, and with them we bury our sorrow. We have no time for sorrow so long as the homeland is [our] past, present and future.”

**Reading and Texts, Grade 8, Pt. 1, (“An Evening Visitor”) p. 45**

“Activity: The *Fida’i* is the subject of many Arab and Palestinian poems. I will read some of them in the collections of the two Palestinian poets Ibrahim Tuqan and Abd al-Rahim Mahmud.”

**Reading and Texts, Grade 8, Pt. 1, p. 80**

- “The *Fida’i* struck the enemies of the homeland without leniency.
- “Talk about the *Fida’i* freely.”

**Reading and Texts, Grade 8, Pt. 2, (Language exercises) p. 119**

“The story ‘An Evening Visitor’ depicts the saga of the Palestinian struggle against the occupation through the person of Abu Saleh. His personal crisis began with the killing of his son Saleh in Jerusalem on the first day of the June War [1967] by the Israeli occupation army. He departed from the homeland as a result of this to Jordan, joined the *Fida’i* activity in Amman and then moved with the forces of the Palestinian Revolution to south Lebanon, leaving his family in Amman... The story... is characterized by [its] depth and ability to depict the saga of the Palestinian Resistance...”

**Reading and Texts, Grade 8, Pt. 1, (“An Evening Visitor”) p. 45**

“He was wearing the uniform of the Fida’is... He had decided to go to the East Bank [Jordan] to join the Fida’i activity.”

**Reading and Texts, Grade 8, Pt. 1, (“An Evening Visitor”) p. 44**

PA 3 Page 58

“The teacher asked the students: How can we celebrate Independence Day this year? Safa’ [said]: We will invite the families of the martyrs and of the prisoners-of-war in order to honor them.”

**Civic Education, Grade 3, Pt. 1, p. 7**

PA 3 Page 58

## E

### **Observations on IPCRI Report by CMIP**

None of the “more frequent references ... that relate to resisting the Israeli occupation and the national and religious duty to liberate the occupied territories” (page 35) is clearly limited to “The liberation of land occupied during the 1967 war” (ibid.). Nor is there only “one instance in which we find a call for Arabs and Palestinians, in particular, to work for the goal of “rescuing” Palestine... the call [being] understood as that of liberating historical Palestine” (ibid.). In some there is at best vagueness as to the extent of “the Israeli occupation of the Palestinian territories” that is to be ended<sup>23</sup>, whereas in others the call is clear: “the establishment of the independent Palestinian state on our entire national soil<sup>24</sup>.”

Furthermore, the very treatment of this subject in isolation is apt to distort the proper understanding of it. Perceiving it, in the context of the contents of the textbooks as a whole, as part of a process by which, among other things, the refugees return to their homes, sheds a clearer light on its meaning.

---

<sup>23</sup> Reading and Texts, Grade 8, Part 1 2002) pp. 72-73 (PA 3 Page 49). See also National Education, Grade 6 (2000), p. 23 (PA 1 Page 67)

<sup>24</sup> The Palestinian Society – Demographic Education, Grade 11, p. 134 (PA 1 Page 66). See also Our Beautiful Language, Grade 6, Pt. 1 (2000), p. 27 (PA 1 Page 66)

## OSLO ACCORDS, OTHER AGREEMENTS AND DECLARATION OF PRINCIPLES

### A

| CMIP                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | IPCRI                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Finding</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <p>“There is no reference in the textbooks to international and bilateral treaties and accords which have determined the allocation of land and water by mutual agreement between Israel and the Palestinians. Examples of these are: the Israeli-Palestinian Interim Agreement on the West Bank and the Gaza Strip, 1995, Article XI; Appendix I Article 40, and the Israel-Jordan Peace Treaty 1994, Annex II.”<br/>PA 1 Page 28</p> <p>“The concept of peace with Israel is not to be found anywhere in the Palestinian textbooks. The peace process that is based on the Oslo Accords (and their formal culmination in the Declaration of Principles that was signed at the White House in 1993) is not mentioned. The agreements themselves are mentioned three times, in short passages, none of which mention peace. One of these passages talks of the Accords in a military context.”<br/>PA 1 Page 64</p> | <p>“There is not much mention of or many references to the international and bilateral agreements signed between the Israeli government and the PLO. The Oslo Accords, the Declaration of Principles, the Taba and Hebron agreements are not frequently mentioned and not adequately discussed.</p> <p>When, mentioned, the reference is usually made in the context of talking about the PA, demographic and economic issues.”<br/>Page 8</p> <p>“Several references are made to the Oslo Accords. Some are presented in relation to the establishment of the PA, e.g., the entry of the PLA into the PA territories after the signing of the Oslo Accords and the DOP in 1993 (National Education, Grade 6, pp. 23-4). Other references relate to the demographic and economic realities post-Oslo such as the decline in the population of Palestinians in the Diaspora and the patterns of social, educational and economic development in PA areas after the signing of the Accords.”<br/>Page 36</p> |

### B

#### Common Sources Quoted or Referred to

“The [Palestinian] National Council decided to create armed Palestinian battalions which were named “the Palestinian Liberation Army” for the liberation of Palestine and for the defence of the Palestinian revolution. The battalions of this army were stationed in Egypt, Syria, Iraq and Jordan. After the signing of the Oslo agreement between the PLO and Israel in September 1993 most forces of the Liberation Army entered Palestine.”

**National Education, Grade 6, p. 23**

PA 1 Page 64

### D

#### Relevant Sources quoted by CMIP, but not referred to by IPCRI

“The reason for this decrease [in the percentage of Palestinians living in the diaspora in 1998, compared to 1980] may have stemmed from the Iraqi-Iranian war in 1980, the Gulf War in 1991, the signing of the Declaration of Principles agreement between the PLO and the

government of Israel on September 13, 1993 in Washington and the return of a number of Palestinians from the diaspora to the homeland.”

**The Palestinian Society – Demographic Education, Grade 11, P. 22**

PA 1 Page 64

“Following the Declaration of Principles agreement that was signed in Washington between Israel and the PLO on September 13, 1993, several Palestinian plans for economic and social development were proposed for the Palestinian arena in the West Bank and the Gaza Strip.”

**The Palestinian Society – Demographic Education, Grade 11, p. 131**

PA 1 Page 64

## MAPS

### A

| CMIP                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | IPCRI                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Finding</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <p>“The Jewish presence in the country is ignored as well in all the maps where cities established by Jews, such as Tel Aviv, never appear<sup>25</sup>. This is also the case with roads and railroads constructed by Israel.”<br/>PA 1 Page 16</p> <p>“There are numerous maps of the region in the examined Palestinian textbooks. Some of them indicate the boundaries of the West Bank and the Gaza strip. None of these maps bear the name “Israel”. In most cases, no names are given at all. In other cases, the name “Palestine” accompanies the country as a whole. The map of the whole area is also used as a decorative motif – on children’s shirts, for instance.”<br/>PA 1 Page 57</p> <p>“Israel’s name does not appear on any of the maps of the land included in the newly received books. Nor does any city established by the Jews in modern times, Tel Aviv for example, appear on any map<sup>25</sup>. One of the maps is defined as “map of Palestine”.”<br/>PA 2 Page 6</p> <p>“Israel as a sovereign state does not exist in any of the Palestinian schoolbooks published so far by the Palestinian Authority, including the books that were examined for the purpose of the present survey and an atlas issued in the West Bank and in use in Palestinian schools. The name ‘Israel’, even within its pre-1967 borders, does not appear on any of the maps. Some maps show the whole country as Palestine even though on some maps the regions of the West Bank and Gaza are distinguished from the rest of the country.”<br/>PA 3 Page 16</p> | <p>“Several books contain and make reference to maps of historical Palestine as a geographical and historical entity. Some of the maps show Palestine as part of the Arab world (regional maps), whereas others show it in isolation. Some maps highlight the location of the Israeli settlements in the West Bank and the Gaza Strip. In all cases, the maps are not labeled in any way. In some maps the boundaries of the West Bank and Gaza Strip are contoured. This is the case when reference is made to the demographic distribution of Palestinians and to the administrative breakdown of the PA territory in terms of governorates.”<br/>Page 8</p> <p>“Several books contain and make reference to maps of historical Palestine as a geographical and historical entity. Some of the maps show Palestine as part of the Arab world (regional maps), whereas others show it in isolation. In all cases, the maps are not labeled in any way. Maps also appear on children’s clothing as motifs. Maps are used for different purposes: to situate Palestine with reference to the Arab and Islamic worlds, in relation to the lines of latitude and longitude, for identifying the four directions, locating the different cities and sites in historical Palestine (under Ottoman rule, British Mandate), medieval history (during Islamic rule, the Crusades and Salah Iddin, etc.), Bilad As-Sham/Fertile Crescent as well as ancient history (the time of the Canaanites). Some maps highlight the location of the Israeli settlements in the West Bank and the Gaza Strip.</p> <p>In some maps the boundaries of the West Bank and Gaza Strip are contoured. (This is the case when reference is made to the demographic distribution of Palestinians and</p> |

<sup>25</sup> cf. PA 3 Pages 30 and 35 where Israeli towns and villages do appear.

|                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>“The Whole Country Is Considered Palestine”<br/>PA 3 Page 18</p> <p>“Israeli-Arab schools are included in Palestine.”<br/>PA 3 Page 20</p> <p>“Israel as an occupied territory is shown in the atlas as well.”<br/>PA 3 Page 35.</p> | <p>to the administrative breakdown of the Palestinian State in terms of governorates.) Some of the “administrative maps” also show names of cities that were predominantly inhabited by Arabs prior to the establishment of the State of Israel. These cities include Acre/Akko, Nazareth/An-Nasirah, Safad/Safad, Haifa/Haifa, Jaffa/Jaffa, Lod/Al-Lud, and Ramle/Ar-Ramleh. The same was found for a lesson on “tourism” in which the accompanying map includes the names of Haifa, Nazareth and Acre (along with two photos showing the Church of the Annunciation and the Al-Jazzar Mosque, respectively). The name “Israel” does not appear on any map.”<br/>Pages 36-37</p> <p>“The territory of the State of Israel is shown on the maps without any label. No reference is made to Palestine, either. The rationale for this approach, as explained by political officials and educators alike, is that Israel itself has not yet marked its borders and that no final agreement has been reached with the PLO and the PA as to the final status of the borders between the two political entities.”<br/>Page 39</p> |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

## D

### Relevant Sources quoted by CMIP, but not referred to by IPCRI

*[Map of Palestine west of the Jordan of indeterminate period, from which Tel Aviv, Netanya and large cities established by the Jews do not appear, with the four points of the compass]* “I will look at the map of Palestine and the four points of the compass.”

#### **Mathematics, Grade 2, Pt. 1, p. 118**

PA 1 Page 16

*[Map of Palestine west of the Jordan of unstated period, from which the railroad to Beer Sheba and Dimona is absent from the transportation map as well as the ports of Ashdod and Eilat]*

“Map of transportation in Palestine”

#### **Geography of Palestine, Grade 7, p. 74**

PA 1 Page 17

*[Map of Palestine, showing the West Bank and Gaza Strip shaded differently]*

“Map of the Israeli settlements in the West Bank and the Gaza Strip [Questions:]

1. Let us read the map’s title.
2. Let us mention some of the settlements that are close to our residence.
3. Let us explain Israel’s goal in establishing the settlements on Palestinian lands.”

**National Education, Grade 6, pp. 15-16**

PA 1 Page 40

*[Map of the whole Middle East in green and Palestine west of the Jordan in yellow]*

“Lesson 4: Palestine is Arab and Muslim”

**National Education, Grade 2, Pt. 1, p. 16**

PA 1 Page 42

*[Map of Palestine west of the Jordan of unstated period, marked with the letters S, X and Z – presumably different mineral deposits]*

“The mineral wealth of Palestine”

“Activity 1: I will draw the map of Palestine and then I will mark on it the places where potassium, phosphate and construction stones are found.”

**Geography of Palestine, Grade 7, pp. 55-56**

PA 1 Page 52

*[Map of the whole Middle East in green and Palestine west of the Jordan in yellow and marked “Palestine”]*

“Palestine is Arab and Muslim”

“The Palestinian people are part of the Arab-Muslim nation.”

**National Education, Grade 2, Pt. 1, p. 16**

PA 1 Page 58

*[Map of the whole Middle East in green and Palestine west of the Jordan in ringed]*

“The position of Palestine in relation to the equator and the Greenwich Meridian.”

**Geography of Palestine, Grade 7, p. 6**

PA 1 Page 58

*[Map of Palestine west of the Jordan of unstated period, all shown colored brown]*

“Exercise in proportion”

**Mathematics, Grade 7, Pt. 1, p. 117**

PA 1 Page 59

*[Map of Palestine west of the Jordan of unstated period, all shown colored yellow]*

“The shape of Palestine”

**National Education, Grade 1, Pt. 2, p. 53**

PA 1 Page 59

*[Map of Palestine west of the Jordan showing the whole country outlined by dots and the West Bank and Gaza Strip contoured]*

“Let us join the dotted lines and then draw the map of Palestine”

PA 1 Page 59

*[Map of the Middle East in the Middle Ages]*

“Saladin’s conquests”

**History of the Middle Ages, Grade 7, p. 69**

PA 1 Page 59

*[Picture of map of all Palestine west of the Jordan as a decorative motif on a schoolgirls shirt]*

**National Education, Grade 2, Pt. 1, p. 48**

PA 1 Page 60

*[Picture of map of all Palestine west of the Jordan on classroom wall]*

“Independence Day”

**Our Beautiful Language, Grade 2, Pt. 1, p. 80**

PA 1 Page 60

*[Picture of a] “child is writing “Palestine” next to a map that encompasses the territory of Israel”.*

**National Education, Grade 6, p. 79**

PA 1 Page 60

*[Map of the Middle East of unstated period with the countries shown in outline but not named]*

“The Geographic Position of Palestine”

**Geography of Palestine, Grade 7, p. 4**

PA 1 Page 60

*[Map of all Palestine west of the Jordan of unstated period, showing only Jenin, Jerusalem and Hebron, but not Tel-Aviv etc.]*

**Mathematics, Grade 2, Pt. 2, p. 18**

PA 2 Page 7

*[Partial map of Palestine west of the Jordan of unstated period, showing the West Bank contoured and only The Dead Sea, Bethlehem, Jerusalem and Ramallah, but no Israeli town]*

**Mathematics, Grade 7, Pt. 2, p. 2**

PA 2 Page 7

*[Map of Palestine west of the Jordan of unstated period, with the Negev marked by an inverted triangle]*

“Activity: Let us color the Negev desert on the map of Palestine.”

**National Education, Grade 2, Pt. 2, p. 25**

PA 2 Page 7

*[A map indicating the spread of world religions in an atlas issued for Palestinian school children fails to mention Judaism alongside other religions]*

“The World Religiously and Educationally

The Religions

- Christianity
- Islam
- Buddhism
- Hinduism
- Animism”

**Atlas of Palestine, The Arab Homeland and the World, p. 32**

PA 3 Page 10

*[Israel’s name does not appear on] “Map of Palestine Districts of the Homeland” [showing the West Bank and the Gaza Strip contoured and Haifa and Jaffa as the only Israeli towns]*

**National Education, Grade 3, Pt. 1, p. 3**

PA 3 Page 16

*[Israel's name does not appear on] "Districts of the Homeland" [showing the West Bank and the Gaza Strip contoured]*

**National Education, Grade 3, Pt. 1, p. 5**

PA 3 Page 17

*[Map of Palestine west of the Jordan – see Appendix]*

2. "Let us mark on the map of Palestine:

1. Gaza International Airport
2. The Port of Palestine
3. Rafah border crossing
4. Karamah border crossing (King Hussein Bridge)"

**National Education, Grade 3, Pt. 1, p. 49**

PA 3 Page 18

"Map No. 10: States of the Mediterranean in southern Europe, western Asia and northern Africa" *[showing the whole country west of the Jordan marked]* "Palestine".

**Environmental Geography, Grade 8, p. 52**

PA 3 Page 19

*[Map showing the whole country west of the Jordan with a Palestinian Flag on it – see Appendix]*

"The establishment of the State of Palestine was declared in 1988. How many years have passed since the declaration of independence?"

**Mathematics, Grade 3, Pt. 1, p. 86**

PA 3 Page 19

*[Map of the whole country west of the Jordan, with the West Bank and the Gaza Strip shown colored distinctively. The map indicates Universities by red squares, Institutes by green triangles and Schools by blue dots. A large number of the blue dots are shown in Israel within the pre 1967 borders – see Appendix]*

"Palestine: Education"

**Atlas of Palestine, The Arab Homeland and the World, pp. 10-11**

PA 3 Page 20

*[Map of the Middle East with countries named. The whole country west of the Jordan shown colored orange and marked]*

"Palestine"

**Atlas of Palestine, The Arab Homeland and the World, p. 34**

PA 3 Page 21

"The Kingdom of Saudi Arabia: Physical"

*[Map of the Middle East with countries named. The whole country west of the Jordan is marked]*

"Palestine"

**Atlas of Palestine, The Arab Homeland and the World, p. 39**

PA 3 Page 21

"The Arab Gulf: Political"

*[Map of the Middle East and gulf with countries named. The whole country west of the Jordan is marked – see Appendix]*

“Palestine”

**Atlas of Palestine, The Arab Homeland and the World, p. 48**

PA 3 Page 22

### **“The World: Countries and Capitals**

| <b><u>Country</u></b> | <b><u>Population (Thousands)</u></b> | <b><u>Surface (Thousand sq. Meters)</u></b> | <b><u>Capital</u></b> |
|-----------------------|--------------------------------------|---------------------------------------------|-----------------------|
|-----------------------|--------------------------------------|---------------------------------------------|-----------------------|

|           |        |      |           |
|-----------|--------|------|-----------|
| Palestine | 4,659* | 21** | Jerusalem |
|-----------|--------|------|-----------|

*[\*This number appears to include the Palestinian Arab population of the West Bank, Gaza and Israel. The 5.2 million Jews in the country are not counted.*

*\*\*This number refers to the country in its entirety, well beyond the confines of the West Bank and Gaza.]*

**Atlas of Palestine, The Arab Homeland and the World, p. 128**

PA 3 Page 22

*[Three maps showing the three partitions]*

“Palestine: The Partition Plans

### **The Partition Plan of 1937**

- The Arab Zone
- The Jewish Zone
- The Zone of the British Mandate

### **The Partition of Palestine According to the UN Resolution 1947**

- The Arab State
- The Jewish State
- The International Zone of Jerusalem

### **The End of the Tragedy**

- What Was Left to the Arabs
- The Jewish State
- The Demilitarized Zone”

**Atlas of Palestine, The Arab Homeland and the World, p. 5**

PA 3 Page 23

*[A map of the whole country west of the Jordan, with the West bank and Gaza Strip contoured, and photographs of 5 holy places: Al-Aqsa (Jerusalem), Church of the Nativity (Bethlehem), Machpela [Cave of the Patriarchs] Sanctuary (Hebron) and the Church of the Annunciation (Nazareth):*

*“I will connect the religious site to the city where it is located on the map.”*

**National Education, Grade 3, Pt. 1, p. 43**

PA 3 Page 25

*[Map of the whole country west of the Jordan with shaded green and the West Bank and Gaza Strip shaded yellow – reverse of the map legend]*

**“Palestine in the Shadow of Occupation**

- International Borders
- Areas in the Hands of the Arabs [after 1948 and before 1967]
- The Armistice Line
- Usurped Areas [i.e. Israeli territory]

**Atlas of Palestine, The Arab Homeland and the World, p. 6**

PA 3 Page 35

**E**

### **Observations on IPCRI Report by CMIP**

While noting that “the name “Israel” does not appear on any map” or “The territory of the State of Israel is shown on the maps without any label”, the IPCRI report’s statement (page 39): “No reference is made to Palestine, either” is totally incomprehensible, unless it is intended to mean that the actual words “State of Palestine” are not to be found on them. The name “Palestine” does appear on, or as a title to, maps indicating the whole country west of the Jordan.

IPCRI suggests that the maps are used for specific purposes, such as the indication of an historical or geographical entity or Palestinian administrative districts, and this explains why the current political entity of Israel is not specifically named. In the same way Israeli “cities predominately inhabited by Arabs prior to the establishment of the State of Israel” are also shown.

IPCRI has not found worthy of comment that, even if all the maps were somehow specific in such a way as to justify the omission of a recognized political entity, there is not one single map in all the textbooks produced by the Palestinian Authority, now for one half of its school grades, and in the authorized atlas, that shows the Middle East politically as it is today.

IPCRI also does not seem to find it necessary to cast any doubt – although such doubt may be hinted at in its recommendation referred to below – on the ability of schoolchildren, without any clear and express guidance, which is not to be found in the textbooks, to differentiate between different kinds of maps or between “Palestine” and “State of Palestine”, whatever the intentions of the textbook authors may have been, and so to understand that none of the maps presented to them is making a political statement.

A mere glance at the maps in the textbooks is sufficient for one to see that, with the exception of that showing Saladin’s conquests, very few, if any, are “specific” in the sense suggested by IPCRI. How, for example are the maps “Palestine is Arab and Muslim”<sup>26</sup>, “Palestinian Education”<sup>27</sup> or “Palestine in the Shadow of Occupation”<sup>28</sup> to be understood? To suggest that a map, which omits the name “Israel” and calls the whole land west of the Jordan “Palestine”, is specific is not so much to explain as an ad hoc attempt to explain away.

IPCRI recommends (page 39): “Thus, until a solution is reached with regards to the disputed borders, maps should be described in more accurate terms (e.g., such as being typographical, demographic or geological maps of Historical Palestine). In addition, maps should reflect the present-day political realities in terms of labeling the regions as they are described in internationally adopted documents, accords, resolutions, and treaties, etc. (e.g., Israel, the Palestinian Authority, the West Bank, and the Gaza Strip).” Such recommendations, in

---

<sup>26</sup> National Education, Grade 2 (2001), Pt. 1, p. 16 (PA 1 Page 42)

<sup>27</sup> Atlas of the Arab Homeland and the World, (2002), pp. 10-11 (PA 3 Page 20)

<sup>28</sup> Ibid. p.6 (PA 3 Page 35)

relating to, and treating as, an oversight what is clearly a tendency, betray a studied disinclination to face up to what the maps are really saying.

## CONCLUSION

- The method adopted by IPCRI is that of paraphrases and descriptive commentary in which it adopts an indirect approach, avoiding the use of verbatim quotations, maps and illustrations that would provide the basis for its findings, reinforce their accuracy and enrich them with original source material, thus enabling the reader to better understand the issues at stake.
- A comparison of the sources quoted by CMIP with those referred to by IPCRI reveals that there are significant omissions of pertinent material, which undermine to a considerable degree the findings of the IPCRI report and certainly bring into question the way they have been formulated.

IPCRI in its report mentions a number of the problematic matters included in the findings of the CMIP reports. It fails, however, either to draw any conclusions from them – for example the circumlocutions for the territory of Israel – or such conclusions as it does draw are deeply flawed in that they are seriously, if not grossly understated – for example seeing the failure of the textbooks to refer to the connection of the Jews to the Holy Land or Israel's existence as a political and geographic entity as being inadequate, inappropriate or unclear representations, rather than the total absence of any representation.

IPCRI treats the subject matter of each of its findings in isolation from the rest and thus fails to treat it as part of the whole picture. By not interpreting it within the context of the books as a whole such “faults” as it finds are at the most omissions and oversights, to be explained or explained away, but never tendencies, to be identified and fully elaborated. It is “the trees” that are highlighted, while “the wood” remains invisible.

In order to explain away possible defects in the textbooks IPCRI assumes a degree of sophistication and powers of differentiation in the pupil of which, without clear and express guidance, which is not to be found in the textbooks, he is most unlikely to be capable. Examples of this are the distinction between different kinds of maps and entities or the differentiation of “ignoring” from “denying”.

There is an inconsistent application of arguments. On the one hand, it is contended that the overall orientation of the curriculum is peaceful and the textbooks do not openly incite to hatred and violence against Israel and the Jews, and this on the basis of there being no express call to such in as many words, and without having regard to the context of the books as a whole. On the other hand, it is contended that the Palestinian Declaration of Independence, which does not even mention Israel, “highlights the recognition by the Palestinian people (represented by the PLO) of the State of Israel...”, and this on basis of the arguable implications of certain statements in it.

There is an ad hoc character to explanations (*petitio principii*). The many “trespasses” across the green line to Israeli towns and sites are explained by their Arab historical and other connections. The absence of the name “Israel” and the indication of the whole country west of the Jordan as “Palestine” on maps are explained by the supposed nature of each map in question. “Jerusalem” in the textbooks Jerusalem means “East Jerusalem that was occupied in the 1967 war”, without any evidence being adduced.

There is a certain disingenuousness in some the descriptions and arguments given by IPCRI. For example, not one Jewish holy site as such is mentioned by the textbooks. Yet IPCRI chooses to describe this as “Holy sites in Palestine do not include those of the Jews except for ones that are holy to both Muslims and Jews” (page 33). When the textbooks speak of the Judaization of Muslim holy sites, IPCRI sees this as the failure of the textbooks to make reference to their significance to the Jewish tradition. The affirmation of Palestinian

identity by the curriculum, which, according to the textbooks entails the denial of legitimate Jewish/Israeli (invaders) rights to the land, is considered by IPCRI as “not to be construed as denying others, particularly Israelis, the right to a secure and peaceful existence” (page 37), and the assertion by the curriculum of a continuous Arab presence in the region “does not necessarily constitute a challenge to Israel’s biblical and modern claims of presence in the region” (page 38). Where exactly? one might ask.

The textbooks refer to “the return of every Palestinian to his city or village from which he was made to emigrate” and to “the Palestinian refugees who had been forced from their cities and villages in Palestine and who are determined to return to them”, the return to “their homes”. This IPCRI describes as references to the right of the return of the Palestinian refugees to “their homeland” and to “their land”, having defined the same as the West Bank and Gaza Strip. In the same way “the establishment of the independent Palestinian state on our entire national soil” referred to in one textbook is understood by IPCRI as the call to liberate the land occupied during the 1967 war.

The fact that there is not a single map, in the more than one hundred textbooks published or authorized by the Palestinian Authority for use in its schools, on which the name “Israel” appears, whereas on most, if not all, of them the name “Palestine” appears indicating the territory between the Jordan and the Mediterranean Sea, is presumably seen by IPCRI as another example of the inadequate, inappropriate and unclear representation of Israel, each map being explained away on its own “special” grounds. In the eyes of IPCRI this is, at worst a regrettable omission, not a tendency.

A proper application of the principle of parsimony would have led IPCRI to see that there is not in the Palestinian textbooks published so far a multiplicity of discrete phenomena, each with its own ad hoc explanation. Rather there is one central theme present in a number of manifestations with one overarching explanation. To regard this theme purely as the non-recognition of Israel, while true, would be to describe it unduly from the Israeli perspective. What the curriculum cannot bring itself to accept is partition, that part of the land west of the Jordan is irretrievably lost to Palestinian sovereignty. For it the whole land is still inviolably Palestinian, not just in any special sense, but in all senses. The inability or unwillingness of IPCRI to recognize this has caused a large part of its report to degenerate into what is little more than an unedifying display of tendentiousness and special pleading.

## BIBLIOGRAPHY

| CMIP                                                      | IPCRI                                                                                                                                                                                        |
|-----------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>PA 1</b>                                               | <b>All of the new PA-produced textbooks were reviewed<sup>29</sup>. The books marked by an asterisk below were those where specific issues raised in the Report were found<sup>30</sup>.</b> |
| <b><u>Language</u></b>                                    |                                                                                                                                                                                              |
| 1. Our Beautiful Language Grade 1, Pt. 1 (2000) 163 pages | *                                                                                                                                                                                            |
| 2. Our Beautiful Language Grade 2, Pt. 1 (2001) 124 pages | *                                                                                                                                                                                            |
| 3. Our Beautiful Language Grade 6, Pt. 1 (2000) 163 pages | *                                                                                                                                                                                            |
| 4. Our Beautiful Language Grade 7, Pt. 1 (2001) 155 pages | *                                                                                                                                                                                            |
| <b><u>Script</u></b>                                      |                                                                                                                                                                                              |
| 5. Arabic Script Workbook, Grade 1 (2000) 34 pages        |                                                                                                                                                                                              |
| 6. Arabic Script Workbook, Grade 2 (2001) 36 pages        |                                                                                                                                                                                              |
| 5. Arabic Script Workbook, Grade 1 (2000) 34 pages        |                                                                                                                                                                                              |
| 6. Arabic Script Workbook, Grade 2 (2001) 36 pages        |                                                                                                                                                                                              |
| <b><u>Civics</u></b>                                      |                                                                                                                                                                                              |
| 9. Civic Education, Grade 1, Pt. 1 (2000) 39 pages        | *                                                                                                                                                                                            |
| 10. Civic Education, Grade 1, Pt. 2 (2001) 41 pages       | *                                                                                                                                                                                            |
| 11. Civic Education, Grade 2 (2001) 43 pages              | *                                                                                                                                                                                            |
| 12. Civic Education, Grade 6 (2000) 55 pages              | *                                                                                                                                                                                            |
| 13. Civic Education, Grade 7 (2001) 51 pages              | *                                                                                                                                                                                            |
| <b><u>National Education</u></b>                          |                                                                                                                                                                                              |
| 14. National Education, Grade 1, Pt. 1 (2000) 58 pages    | *                                                                                                                                                                                            |
| 15. National Education, Grade 1, Pt. 2 (2001) 66 pages    | *                                                                                                                                                                                            |

<sup>29</sup> IPCRI claims to have reviewed all the textbooks for Grades 1, 2, 3, 6, 7 and 8. It is not clear whether Textbook No. 46 that is for Grade 11 was reviewed.

<sup>30</sup> There are 50 of these out of the 109 books that are for the six grades. In the second paragraph of the Findings section of the IPCRI report there is reference to the “production of more than forty textbooks”, which in the light of the 110 textbooks produced in the three year period raises doubts as to the number of books actually reviewed by IPCRI.

|                                   |                                                                         |   |
|-----------------------------------|-------------------------------------------------------------------------|---|
| 16.                               | National Education, Grade 2 (2001)<br>66 pages                          |   |
| 17.                               | National Education, Grade 6, Pt. 1<br>(2000) 83 pages                   | * |
| 18.                               | National Education, Grade 7 (2001)<br>51 pages                          | * |
| <b><u>Islamic Education</u></b>   |                                                                         |   |
| 19.                               | Islamic Education, Grade 1, Pt. 1<br>(2000) 75 pages                    |   |
| 20.                               | Islamic Education, Grade 1, Pt. 1<br>(2001) 65 pages [Improved Edition] | * |
| 21.                               | Islamic Education, Grade 1, Pt. 2<br>(2001) 100 pages                   | * |
| 22.                               | Islamic Education, Grade 2, Pt. 1<br>(2001) 65 pages                    |   |
| 23.                               | Islamic Education, Grade 6, Pt. 1<br>(2000) 95 pages                    | * |
| 24.                               | Islamic Education, Grade 6, Pt. 2<br>(2001) 99 pages                    | * |
| 25.                               | Islamic Education, Grade 7, Pt. 1<br>(2001) 107 pages                   | * |
| <b><u>Christian Education</u></b> |                                                                         |   |
| 26.                               | Christian Religious Education, Grade<br>1, (2000) 78 pages              | * |
| 27.                               | Christian Religious Education, Grade<br>6, (2000) 125 pages             | * |
| 28.                               | Christian Religious Education, Grade<br>7, (2000) 138 pages             | * |
| <b><u>Mathematics</u></b>         |                                                                         |   |
| 29.                               | Mathematics, Grade 1, Pt. 1 (2000)<br>113 pages                         |   |
| 30.                               | Mathematics, Grade 1, Pt. 1 (2001) 98<br>pages [Improved Edition]       | * |
| 31.                               | Mathematics, Grade 1, Pt. 2 (2001)<br>136 pages                         | * |
| 32.                               | Mathematics, Grade 2, Pt. 1 (2001)<br>124 pages                         | * |
| 33.                               | Mathematics, Grade 6, Pt. 1 (2000)<br>130 pages                         |   |
| 34.                               | Mathematics, Grade 6, Pt. 1 (2001)<br>131 pages [Improved Edition]      | * |
| 35.                               | Mathematics, Grade 6, Pt. 2 (2001)<br>110 pages                         | * |
| 36.                               | Mathematics, Grade 7, Pt. 1 (2001)<br>146 pages                         | * |
| <b><u>General Science</u></b>     |                                                                         |   |
| 37.                               | General Science, Grade 1, Pt. 1 (2000)<br>103 pages                     |   |

|                                      |                                                                                   |                 |
|--------------------------------------|-----------------------------------------------------------------------------------|-----------------|
| 38.                                  | General Science, Grade 1, Pt. 2 (2001)<br>128 pages                               |                 |
| 39.                                  | General Science, Grade 2, Pt. 1 (2001)<br>132 pages                               |                 |
| 40.                                  | General Science, Grade 6, Pt. 1 (2000)<br>147 pages                               |                 |
| 41.                                  | General Science, Grade 6, Pt. 2 (2001)<br>170 pages                               |                 |
| 42.                                  | General Science, Grade 7, Pt. 1 (2001)<br>169 pages                               |                 |
| <b><u>Technology</u></b>             |                                                                                   |                 |
| 43.                                  | Technology, Grade 6 (2000) 123 pages                                              |                 |
| 44.                                  | Technology, Grade 7 (2001) 140 pages                                              |                 |
| <b><u>Health and Environment</u></b> |                                                                                   |                 |
| 45.                                  | Health and Environment, Grade 7<br>(2001) 155 pages                               | *               |
| <b><u>Demography</u></b>             |                                                                                   |                 |
| 46.                                  | The Palestinian Society –<br>Demographic Education, Grade 11,<br>(2000) 180 pages |                 |
| <b><u>Geography</u></b>              |                                                                                   |                 |
| 47.                                  | Principles in Human Geography,<br>Grade 6 (2000) 103 pages                        | *               |
| 48.                                  | Geography of Palestine, Grade 7<br>(2001) 82 pages                                | *               |
| <b><u>History</u></b>                |                                                                                   |                 |
| 49.                                  | History of the Arabs and Muslims,<br>Grade 6 (2000) (2000) 147 pages              | *               |
| 50.                                  | History of the Middle Ages, Grade 7<br>(2001) 107 pages                           | *               |
| <b><u>English</u></b>                |                                                                                   |                 |
| 51.                                  | English for Palestine – Pupil's Book,<br>Grade 1, (2000) 63 pages                 | * <sup>31</sup> |
| 52.                                  | English for Palestine – Workbook,<br>Grade 1, (2000) 71 pages                     |                 |
| <b><u>Quran Recital</u></b>          |                                                                                   |                 |
| 53.                                  | Reading and Recital, Grade 6 (2000)<br>87 pages                                   |                 |
| 54.                                  | Reading and Recital, Grade 7 (2001)<br>75 pages                                   |                 |
| <b><u>Arts and Crafts</u></b>        |                                                                                   |                 |
| 55.                                  | Arts and Crafts – Teacher's Guide,<br>Grade 1 (2000) 119 pages                    | * <sup>32</sup> |
| 56.                                  | Arts and Crafts, Grade 6 (2000) 45<br>pages                                       |                 |
| <b><u>Physical Education</u></b>     |                                                                                   |                 |

<sup>31</sup> It is not clear if the intention is to the Pupil Book or the Work Book.

<sup>32</sup> It is not clear if the intention is to the Teacher's Guide.

|                                   |                                                                  |                 |
|-----------------------------------|------------------------------------------------------------------|-----------------|
| 57.                               | Teacher's Guide for Physical Education, Grade 1, (2000) 42 pages |                 |
| <b>PA 2</b>                       |                                                                  |                 |
| <b><u>Language</u></b>            |                                                                  |                 |
| 58.                               | Our Beautiful Language, Grade 2, part 2, (2002) 139 pages        | *               |
| <b><u>Civic Education</u></b>     |                                                                  |                 |
| 59.                               | Civic Education, Grade 1, part 2, (2002) 41pages                 |                 |
| <b><u>National Education</u></b>  |                                                                  |                 |
| 60.                               | National Education, Grade 2, part 2, (2001) 67pages              | *               |
| <b><u>Islamic Education</u></b>   |                                                                  |                 |
| 61.                               | Islamic Education, Grade 2, part 2, (2001) 91 pages              | *               |
| 62.                               | Islamic Education, Grade 7, part 2, (2002) 107 pages             | *               |
| <b><u>Christian Education</u></b> |                                                                  |                 |
| 63.                               | Christian Education, Grade 2, (2001) 115 pages                   | *               |
| <b><u>Mathematics</u></b>         |                                                                  |                 |
| 64.                               | Mathematics, Grade 2, part 2, (2002) 139 pages                   | *               |
| 65.                               | Mathematics, Grade 7, part 2, (2002) 148 pages                   | *               |
| <b><u>General Science</u></b>     |                                                                  |                 |
| 66.                               | General Science, Grade 2, part 2, (2002) 115 pages               |                 |
| 67.                               | General Science, Grade 7, part 2, (2002) 155 pages               |                 |
| <b><u>Household Economy</u></b>   |                                                                  |                 |
| 68.                               | Household Economy, Grade 7, (2001) 155 pages                     |                 |
| <b><u>Arts and Crafts</u></b>     |                                                                  |                 |
| 69.                               | Arts and Crafts, Grade 2, Teacher's Guide, (2001) 113 pages      | * <sup>33</sup> |
| 70.                               | Arts and Crafts, Grade 7, (2001) 75 pages                        | *               |
| 71.                               | Arts and Crafts, Grade 7, Teacher's Guide (2001) 83 pages        |                 |
| <b>PA 3</b>                       |                                                                  |                 |
| <b><u>Language</u></b>            |                                                                  |                 |

<sup>33</sup> It is not clear if the intention is to the Teacher's Guide.

|                                   |                                                          |                 |
|-----------------------------------|----------------------------------------------------------|-----------------|
| 72.                               | Our Beautiful Language, Grade 3, Part 1 (2002) 123 pages | * <sup>34</sup> |
| 73.                               | Our Beautiful Language, Grade 3, Part 2 (2002) 123 pages |                 |
| 74.                               | Reading and Texts, Grade 8, Part 1 (2002) 143 pages      | * <sup>35</sup> |
| 75.                               | Reading and Texts, Grade 8, Part 2 (2002) 155 pages      |                 |
| <b><u>Grammar</u></b>             |                                                          |                 |
| 76.                               | Linguistic Sciences, Grade 8, Part 1 (2002) 76 pages     |                 |
| 77.                               | Linguistic Sciences, Grade 8, Part 2 (2002) 115 pages    |                 |
| <b><u>Script</u></b>              |                                                          |                 |
| 78.                               | Arabic Script, Grade 3, (2002) 36 pages                  |                 |
| <b><u>Quran Recitation</u></b>    |                                                          |                 |
| 79.                               | [Qur'an] Recitation, Grade 8, (2002) 75 pages            |                 |
| <b><u>Islamic Education</u></b>   |                                                          |                 |
| 80.                               | Islamic Education, Grade 3, Part 1 (2002) 91 pages       | *               |
| 81.                               | Islamic Education, Grade 3, Part 2 (2002) 91 pages       |                 |
| 82.                               | Islamic Education, Grade 8, Part 1 (2002) 83 pages       |                 |
| 83.                               | Islamic Education, Grade 8, Part 2 (2002) 91 pages       |                 |
| <b><u>Christian Education</u></b> |                                                          |                 |
| 84.                               | Christian Education, Grade 3, (2002) 107 pages           |                 |
| 85.                               | Christian Education, Grade 8, (2002) 115 pages           |                 |
| <b><u>Civic Education</u></b>     |                                                          |                 |
| 86.                               | Civic Education, Grade 3, Part 1 (2002) 35 pages         | *               |
| 87.                               | Civic Education, Grade 3, Part 2 (2002) 34 pages         |                 |
| 88.                               | Civic Education, Grade 8, (2002) 59 pages                | *               |
| <b><u>National Education</u></b>  |                                                          |                 |
| 89.                               | National Education, Grade 3, Part 1 (2002) 67 pages      |                 |
| 90.                               | National Education, Grade 3, Part 2 (2002) 66 pages      |                 |
| 91.                               | National Education, Grade 8, (2002) <sup>36</sup>        |                 |

<sup>34</sup> It is not clear whether Part 1 or Part 2 is intended by IPCRI.

<sup>35</sup> IPCRI gives the book's title as "Our Beautiful Language, Grade 8, Part 1.

|                                                                           |                                |
|---------------------------------------------------------------------------|--------------------------------|
| <b><u>History</u></b>                                                     |                                |
| 92. History, Grade 8, (2002) 126 pages                                    | *                              |
| <b><u>Geography</u></b>                                                   |                                |
| 93. Environmental Geography, Grade 8, (2002) 91 pages                     |                                |
| 94. Atlas of Palestine, The Arab Homeland and the World, (2002) 128 pages |                                |
| <b><u>Mathematics</u></b>                                                 |                                |
| 95. Mathematics, Grade 3, Part 1 (2002) 139 pages                         | *                              |
| 96. Mathematics, Grade 3, Part 2 (2002) 147 pages                         | *                              |
| 97. Mathematics, Grade 8, Part 1 (2002) 138 pages                         |                                |
| 98. Mathematics, Grade 8, Part 2 (2002) 139 pages                         |                                |
| <b><u>General Science</u></b>                                             |                                |
| 99. General Science, Grade 3, Part 1 (2002) 122 pages                     |                                |
| 100. General Science, Grade 3, Part 2 (2002) 123 pages                    |                                |
| 101. General Science, Grade 8, Part 1 (2002) 141 pages                    |                                |
| 102. General Science, Grade 8, Part 2 (2002) 127 pages                    |                                |
| <b><u>Technology</u></b>                                                  |                                |
| 103. Technology, Grade 5, (2002) 99 pages                                 |                                |
| 104. Technology, Grade 8, (2002) 107 pages                                |                                |
| <b><u>Health and Environment</u></b>                                      |                                |
| 105. Health and Environment Studies, Grade 8, (2002) 155 pages            |                                |
| <b><u>Home Economics</u></b>                                              |                                |
| 106. Home Economics, Grade 7, (2001) 155 pages                            |                                |
| 107. Home Economics, Grade 8, (2002) 154 pages                            |                                |
| <b><u>Arts and Crafts</u></b>                                             |                                |
| 108. Arts and Crafts, Grade 8, (2002) 67 pages                            |                                |
| <b>IPCRI</b>                                                              |                                |
| 109.                                                                      | English for Palestine, Grade 2 |
| 110.                                                                      | English for Palestine, Grade 3 |

<sup>36</sup> This book does not appear to exist. It would seem that the intention is book no. 88 the title of which has been mistranslated.

## APPENDIX OF SAMPLE MAPS



*[Map of Palestine west of the Jordan]*

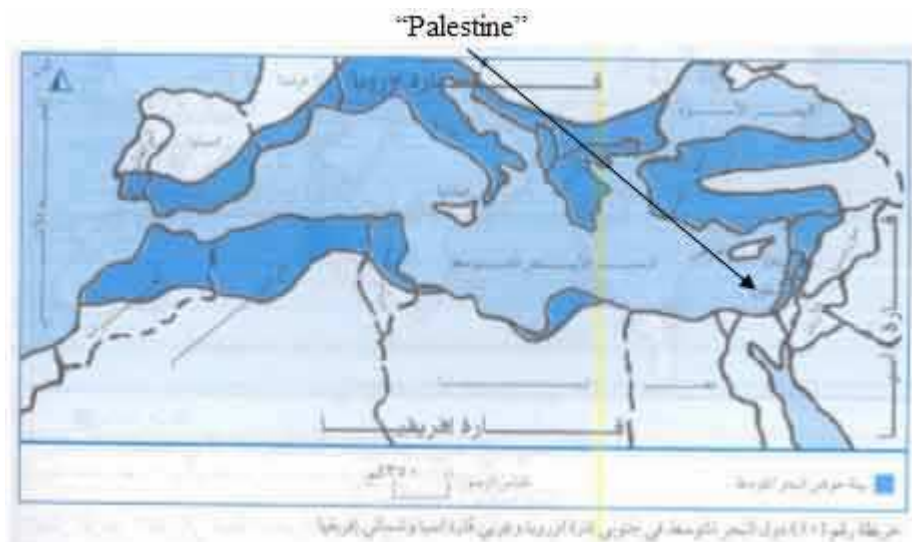
2. "Let us mark on the map of Palestine:

1. Gaza International Airport
2. The Port of Palestine
3. Rafah border crossing
4. Karamah border crossing (King Hussein Bridge)"

**National Education, Grade 3, Pt. 1, p. 49**

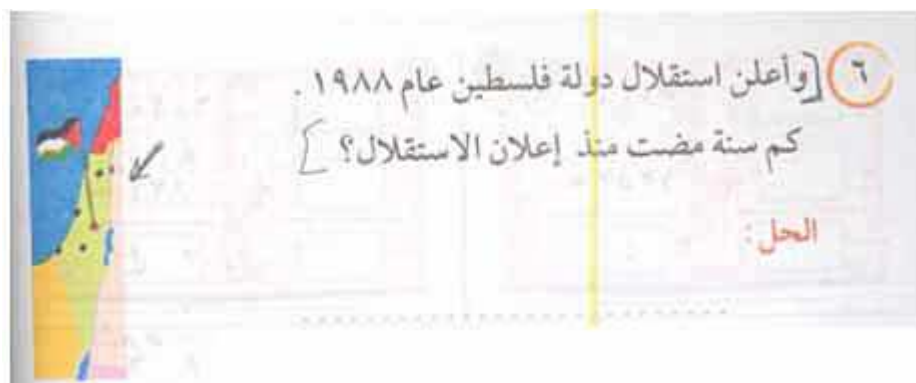
PA 3 Page 18

"Map No. 10: States of the Mediterranean in southern Europe, western Asia and northern Africa" *[showing the whole country west of the Jordan marked] "Palestine".*



**Environmental Geography, Grade 8, p. 52**

PA 3 Page 19



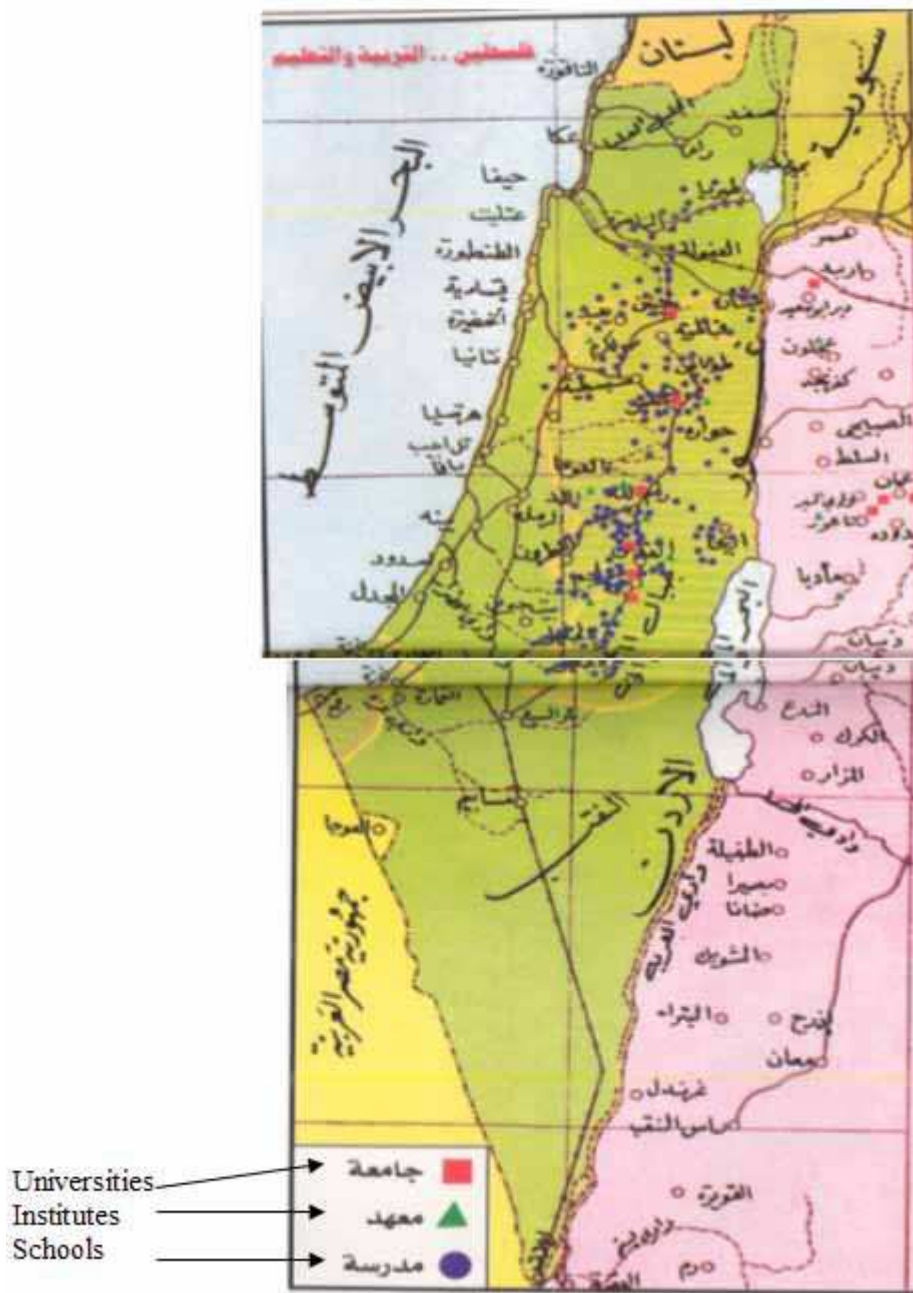
*[Map showing the whole country west of the Jordan with a Palestinian Flag on it]*

"The establishment of the State of Palestine was declared in 1988. How many years have passed since the declaration of independence?"

**Mathematics, Grade 3, Pt. 1, p. 86**

PA 3 Page 19

"Palestine: Education"



[Map of the whole country west of the Jordan, with the West Bank and the Gaza Strip shown colored distinctively. The map indicates Universities by red squares, Institutes by green triangles and Schools by blue dots. A large number of the blue dots are shown in Israel within the pre 1967 borders]

"Palestine: Education"

Atlas of Palestine, The Arab Homeland and the World, pp. 10-11

PA 3 Page 20

"The Arab Gulf: Political"  
"Palestine"



*[Map of the Middle East with countries named. The whole country west of the Jordan shown colored orange and marked]*

"Palestine"

**Atlas of Palestine, The Arab Homeland and the World, p. 34**

PA 3 Page 22